

**DEVELOPING TEACHING AND LEARNING KITS
FOR PROMOTING INTERACTION
AMONG THE FIFTH GRADE STUDENTS
OF SD MUHAMMADIYAH BAUSASRAN 1 YOGYAKARTA**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Pendidikan* Degree in English Education**



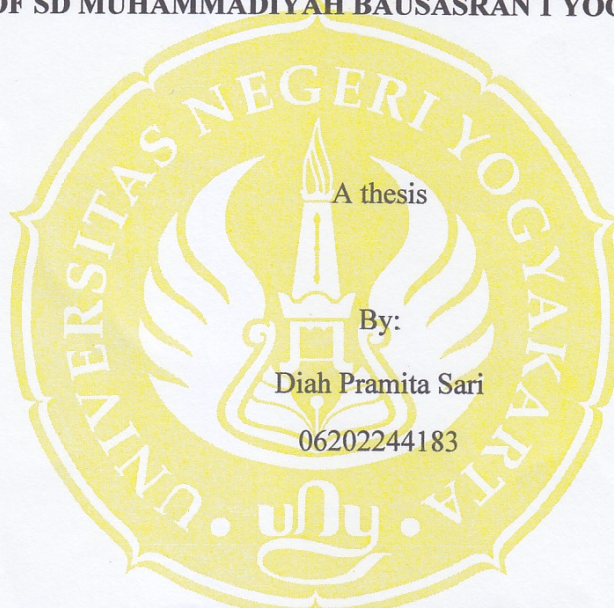
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

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*** DEVELOPING TEACHING AND LEARNING KITS
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OF SD MUHAMMADIYAH BAUSASRAN 1 YOGYAKARTA**



A thesis

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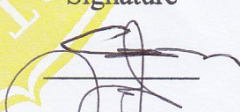
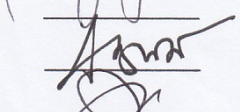
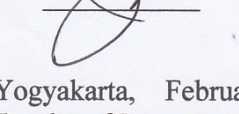
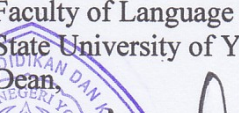
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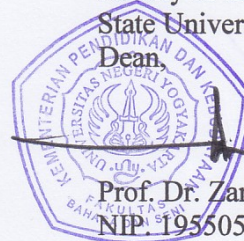
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Yogyakarta, 1 Februari 2013

Penulis



Diah Pramita Sari

MOTTOS

“One will gain nothing without making any efforts.”

(QS. An Najm: 39)

“Successful indeed are the believers.”

(QS. Al-Mu’minun: 1)

INSYA ALLAH

*Everytime you You feel so helpless
You can't see which way to go
Don't despair and never lose hope
Cause Allah is always by your side
Insya Allah you'll find your way*

(Maher Zain)

*If you want to be successful, it's just this simple: Know what
you're doing.*

Love what you're doing. And believe in what you're doing.

(O.A. Battista)

DEDICATIONS

This thesis is dedicated to:

- ❖ *My beloved parents, my brother, my sister, all of my family. Thanks for your love support, prayer, and patience.*
- ❖ *My boyfriend. Thanks for your love, help, and support.*
- ❖ *My teachers from the Kindergarten to the University. Thanks for the valuable knowledge.*
- ❖ *My friends. Thanks for your support, guidance, and joy.*

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the elementary schools.

Yogyakarta,

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TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
PERNYATAAN	iii
MOTTOS	iv
DEDICATIONS	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objective of the Study	8
F. Significance of the Study	9

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review	10
1. English Teaching and Learning for Children	10
a. Children Characteristics	10
b. Teaching English to Children	11
2. English Teaching and Learning Interaction	15
a. The Definition of Interaction	15
b. Classroom Interaction	16
c. Pattern of Classroom Interaction	17
d. Teacher's Role in Interaction	19
3. Teaching and Learning Kits	20
a. Course Grid/Syllabus	21
b. Lesson Plan	22
c. Teacher's Guide	22
d. Worksheet	23
e. Media	24
4. Material Design Model	26
B. Conceptual Framework	27

CHAPTER III RESEARCH METHOD

A. Type of the Study	30
B. Participants of the Study	30

C. Research Procedure	31
D. Instruments	34
E. Data Collection	38
F. Data Analysis Technique	40

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Finding.....	44
1. The Characteristics of Teaching and Learning Kits for Promoting Interaction	44
a. Students' Characteristics and Needs	45
1) The students' characteristics.....	45
2) The students' need	49
b. English Teacher's Characteristics and Needs	51
1) The English teacher's characteristics.....	51
2) The English teacher's need	51
2. The Teaching and Learning Kits for Promoting Interaction Development	54
a. Planning	54
b. The Course Grid.....	55
c. The First Draft of the Kits Development	55
1) Developing the lesson plan, teacher's guide, worksheet, and media	55
2) Description of the Teaching and Learning Kits for Promoting Interaction	58
d. Evaluation and Revision of the First Draft of the Teaching and Learning Kits for Promoting Interaction.	77
1) Evaluation of the first draft of the Teaching and Learning Kits for Promoting Interaction	77
2) Revision of the First Draft of the Teaching and Learning Kits for Promoting Interaction	85
e. Trying Out of the Teaching and Learning Kits for Promoting Interaction.....	90
f. Evaluation the Second Draft of the Teaching and Learning Kits for Promoting Interaction	103
g. Revision of the second draft and the final draft of the Teaching and Learning Kits for Promoting Interaction	121
B. Discussion.....	125

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions	131
1. The Product of This Study	131
2. The Characteristics of the Teaching and Learning Kits for Promoting Interaction	132
3. The Development of the Teaching and Learning Kits for Promoting Interaction	133
B. Implications.....	134

C. Suggestions.....	134
1. Suggestion to the Fifth Grade Students	134
2. Suggestion to the English Teachers	135
3. Suggestion to the Other Researchers.....	135
REFERENCES.....	136
APPENDICES.....	139

LIST OF FIGURES

Figure 1	: <i>The relation of the material design elements.....</i>	27
Figure 2	: <i>The framework of the study</i>	29
Figure 3	: <i>Things in the school bag.....</i>	60
Figure 4	: <i>The lyric of the “Can I Borrow your Pencil?” song</i>	60
Figure 5	: <i>Pictures of dialogue.....</i>	61
Figure 6	: <i>The sample series of quartet cards game</i>	62
Figure 7	: <i>The pictures of directions</i>	66
Figure 8	: <i>The direction cards.....</i>	67
Figure 9	: <i>The school map.....</i>	67
Figure 10	: <i>The lyric of “Where Is the Library?” song</i>	68
Figure 11	: <i>The sample of clothing items pictures</i>	72
Figure 12	: <i>The sample of the clothing items flashcards.....</i>	73
Figure 13	: <i>The lyric of the “I’m Wearing a White Shirt” song</i>	74
Figure 14	: <i>The game procedure</i>	77

LIST OF TABLES

Table 1	: The Organization of the Need Survey questionnaires (for students)	35
Table 2	: The Organization of the Preliminary Field Testing Questionnaires.....	36
Table 3	: The organization of the Main Field Testing Questionnaires.....	37
Table 4	: Category Convention Table	41
Table 5	: Quantitative to Qualitative Data Conversion	43
Table 6	: The Identification of the Respondents	45
Table 7	: The Data of the Students	45
Table 8	: The Data of the English Teachers and Lecturers	78
Table 9	: The Total Score and the Mean	79
Table 10	: The Ideal Mean and the Ideal Standard Deviation.....	79
Table 11	: Quantitative to Qualitative Data Conversion.....	80
Table 12	: The Category of Each Aspect in the Teaching and Learning Kits for Promoting Interaction Based on the Second Questionnaire.....	82
Table 13	: Revisions of the Teaching and Learning Kits for Promoting Interaction.....	85
Table 14	: The Mean of the Questionnaire for Unit 1	105
Table 15	: The Mean of the Questionnaire for Unit 2.....	105
Table 16	: The Mean of the Questionnaire for Unit 3.....	106
Table 17	: The Ideal Mean and the Ideal Standard Deviation.....	106
Table 18	: Quantitative to Qualitative Data Conversion	107
Table 19	: The Result of the Category of Aspects in Unit 1	107
Table 20	: The Result of the Category of Aspects in Unit 2	107
Table 21	: The Result of the Category of Aspects in Unit 3	108
Table 22	: Revisions of the Teaching and Learning Kits for Promoting Interaction	123

LIST OF APPENDICES

Appendix 1	: Observation Guide and Field Notes
Appendix 2	: Blueprint and Questionnaires
Appendix 3	: Interview Guidelines and Transcripts
Appendix 4	: Data Computation
Appendix 5	: First Draft
Appendix 6	: Second Draft
Appendix 7	: Final draft
Appendix 8	: Letter of Permission
Appendix 9	: Documentation

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ABSTRACT

The objective of this research is to find out the characteristics and to develop the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. The kits are aimed to support the teacher's success in conducting the teaching and learning activities that promote interaction.

This study is a Research and Development (R and D). The instruments in the research are questionnaires, interview guidelines, and observation guide. The data from the questionnaires were analyzed quantitatively and qualitatively, whereas the data from the interviews and observations were analyzed qualitatively. The steps conducted in the research were conducting needs analysis, planning, writing the course grid, developing the first draft of the kits, evaluating and revising the first draft, trying out the kits, evaluating the second draft, revising and writing the final draft.

Based on the data of needs analysis, the characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta are a) The materials accommodate the topics that the students like. They are school places, clothes, and school stationary items, b) The activities accommodate the activities that the students like. They are playing games and singing songs, c) The activities promote the students to interact with each other, d) The activities include the information gaps and using flashcards activities, e) The activities have in pair and group settings, f) The activities are various and interesting, g) The media include pictures and realia, h) The media are interesting and easy to use, i) The worksheets are colourful and illustrative, j) The instructions in the worksheet are written in English, k) The skill is speaking, l) The Teaching and Learning Kits make the students active and promote the students to interact with each other, m) The Teaching and Learning Kits help the teacher to conduct activities which promote interaction in the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays, the teaching of English in Indonesia becomes important. English is one of the most favourite foreign languages taught in Indonesia. It has been taught in senior and junior high schools as a compulsory subject. Then, the Decree of Minister of Education and Culture No. 22 dated February 23, 2006, let elementary schools teach English as a local content subject to students of grade 4 up to 6. It is to motivate and support the graduate students in order to make them ready and confident in learning English at the higher level (junior high school). In addition, an English instruction in elementary schools is intended to develop communicative competence in a limited verbal communication for going along with the *language accompanying action* in the school context. English is used for interaction and it is “*here and now*”.

From the English Curriculum in the elementary school above, it is clear that the objective of teaching English in the elementary schools emphasises on the communicative skill. If the cultivation of communicative skills in the target language is the goal of English instruction in elementary school, then interaction must be present in the classroom. It is important to provide students with more activities to interact directly with the target language- to acquire it by using it rather than to learn it by studying it. The students need to be put in pairs and to be familiarized with various partners (*adjacency pairs*) for practicing to the complex interaction.

However, making the students interact in English is still a problem for some English teachers in Yogyakarta. Some teachers still conduct traditional class teaching, where they do a lot of talking by explaining, giving directions, giving many tasks on their workbook (LKS) without giving opportunities for real interaction to the students. This condition is deeply regretted. To achieve the competence, the students need to practice to communicate to each other.

Making the students communicate to each other is not an easy job. Teachers should be able to conduct the teaching and learning process more creative. Teachers may give the students' activities in order to engage in organized talks with each other. For example, activities may encourage the students to express opinions, find out information from their partner, and ask each other questions. Since elementary students get bored easily when they learn a language at school, it is crucial that the activities and topics are designed related to the students' interest. Therefore, activities which promote interaction and related to the students' interest should exist in the teaching and learning process.

There are a lot of good elementary schools in Yogyakarta. One of those schools is SD Muhammadiyah Bausasran 1. Here, the learning method is well planned. However, in conducting the English teaching and learning process, the interaction between students is still paid a little attention. Based on the preliminary observation, activities which promote interaction are not always given. The learning activities are mainly reading texts aloud, translating them into Indonesian, finding difficult words from the text, and making simple sentences from the difficult words. When the students have finished, they are asked to do

exercises in LKS, answer the quiz questions game. However, the game does not provide a chance for the students to interact with the target language to each other. In addition, media that can stimulate the students to pay attention to the lesson and become more involved in the learning activities is not provided. It makes the students get bored easily. It influences their motivation to involve themselves in the learning activities. Those things can be some causes that influence students' competence in English.

Since SD Muhammadiyah Bausasran 1 is a school that has clever and active students, it will be good if the students are given activities which promote interaction in their learning process to increase their competence. Here, the activities that promote interaction and appropriate with the students' need and interest should be provided. Since, their LKS as their main resources does not always present those kinds of activities, it is crucial that the teacher create those activities to achieve their competence. Unfortunately, the teacher is not familiar with creating activities which promote interaction and to implement them in the teaching and learning activities. The teacher still needs guidance. Thus, to help the students achieve the competency and to support the teacher conduct activities which promote interaction in the teaching and learning process, it is important to develop Teaching and Learning Kits for promoting interaction. These kits contain activities that promote interaction and their procedures. The information on the materials used, the activities and the instructions to conduct them are provided in the teacher's guide. So, with the teacher's guide on hand, the teacher can fully conduct all the teaching and learning activities provided in the kits. Other than

that, these kits also contain the course grid, lesson plan, worksheet, and media used to promote the teaching and learning process. These kits are developed not only based on the students' needs, but also based on the teacher's needs.

Therefore, it is important to conduct a study entitled "Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta".

B. Identification the problem

As what has been mentioned before, according to the Curriculum of 2006, the elementary school students have been provided with the English subject starting from the fourth grade. It is aimed at making the graduates of elementary schools have the competence in a limited verbal communication that will be useful for preparing them to learn English at the junior high school level. To achieve the competence, it is important to provide the students with activities to interact directly with the target language- to acquire it by using it and to put the students in pairs or groups in order to engage in organized target language talk with each other. In other words, what the students need to achieve the competency is to be familiarized with interaction in the teaching-learning process. However, not all schools conduct their teaching and learning process with activities that promote interaction, one of which is SD Muhammadiyah Bausasran 1 Yogyakarta.

To identify the existing problems in the field, the researcher observed the teaching-learning process in the fifth grade students of SD Muhammadiyah

Bausasran 1 Yogyakarta, one of elementary schools in Danurejan District. Based on the observation, the researcher obtained some aspects that affect the teaching and learning process in this class. They are described as follows.

The first aspect is dealing with the resources. The teaching resources should be related to the objectives of the teaching program in the elementary school. As what has been mentioned before, the teaching and learning in elementary school is aimed to achieve the students' competence in a limited verbal communication in order to make the students ready and confident in learning English at the higher level. Thus, the resources should be appropriate to the students' need to achieve the competency. The resources that can create materials which make the students interact with others must be considered. However, the appropriate resources for the students which make them interact with others in the English teaching learning process like children-friendly learning resources that can promote interaction such as games and songs are rarely implemented in the teaching learning process. The students only often used LKS as their resources. Unfortunately, LKS do not always provide activities that promote interaction.

The second aspect is dealing with the teacher. In fact, in order to achieve the competence stated in the curriculum, the teacher realized the importance of making her students have the ability to interact with each other. However, the teacher does not always give the students activities which make them interact with each other. The teacher has difficulties to conduct those kinds of activities or to stimulate the students engage in organizational talk. In other words the teacher

needs guidance to conduct activities which promote interaction in the teaching and learning process.

The next is related to the activities. The activities in the class do not give the students opportunities to interact with other. The students only listen to what the teacher explains to and do the exercises from the commercial worksheet. It makes the students bored and do not have any interests in the English lesson. Since activities that give the students a chance to work on activities in order to engage in organized talk with each other are not provided, it is crucial to create the interesting and promoting interaction activities, such as playing games, doing role-plays, or singing a song.

The last aspect is dealing with the media. Varieties of media will motivate the students in learning English. Based on the observation, the teacher rarely uses media which can improve students' interest to English lesson. There are no flashcards, realias, pictures, tape, or other interesting teaching aids used in the teaching learning process.

Based on the problem above, it is important to present and conduct activities that promote interaction in the teaching and learning process for achieving competence stated in the curriculum. Since the teacher has difficulties to conduct activities which promote interaction in the teaching and learning process and activities which promote interaction are not provided yet, it is necessary to develop Teaching and Learning Kits for promoting interaction in SD Muhammadiyah Bausasran 1 Yogyakarta. The kits are designed to help the teacher conduct activities which promote interaction in the teaching and learning

process. The kits present activities which promote interaction complete with the procedures to conduct them from presenting material until the students are able using the language. The kits consist of teaching and learning tools. They are course grid, lesson plan, worksheets, and teacher's guide. These kits are also completed with media which can stimulate the students to pay attention to the lesson and become more involved in the learning activities. The kits are developed based on the students' and the teacher's needs. Therefore, this field study hopefully can be a contribution for the teaching and learning development in SD Muhammadiyah Bausasran 1 Yogyakarta.

C. Limitation the problem

Based on the background of the study and the problem identification, this research is conducted to develop Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta.

However, due to the constraints of cost and time, the topic in this study is limited only to develop Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students in SD Muhammadiyah Bausasran 1 Yogyakarta which contains 3 units derived from the needs analysis and only focussing on the speaking skill for the second semester in the academic year of 2011/2012.

D. Formulation of the Problems

Based on what is stated in the background of the study, identification of the problems, and the limitation of the problem presented previously, the problems of this study are formulated as follows:

- a. What are the characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta?
- b. How are the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta developed?

E. Objectives of the Study

Regarding the formulation of the problem, this study aims at:

1. Finding out the characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta.
2. Developing the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta.

F. Significance of The Study

This research is expected to give a valuable contribution to the following parties:

1. for the elementary school teachers, especially the English teachers for the fifth grade, the result of the study will provide Teaching and Learning Kits for promoting interaction which can be used as the alternative way for teaching English to achieve the students competence.
2. for the students, this study may improve their English performance and competence.
3. for the school principal, this study can encourage the school principal to support in selecting the materials which are promote the students interaction and also based on the students' needs.
4. for the book writers, the results of this study can encourage the book writers to include activities that promote interaction with their procedures in order to help the teachers to conduct them.
5. for the other researcher, this study can be a reference of their research and may inform them about the problems that need further investigation.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. English Teaching and Learning for Children

a. Children Characteristics

Children are different from adults. Children tend to have short attention span and a lot of physical energy. Moreover, children have different characteristics in learning language that children are able to use their abilities consisting of language acquisition devices they have for acquiring second language better than adults. Children are able to analyze the language form and acquire it. One of the difficulties that children face in learning second language is the context of classroom instruction. Unlike adults, children have difficulties to analyze and understand linguistic elements such as grammatical items.

A teacher needs to be careful when bringing rules and explanations about language to approximately eleven year-old children (Brown, 2001: 88). Within that age, children focus on the immediate environment and situation around them. In addition, in the process of transferring materials especially for more difficult concepts or patterns should be done in repetition that becomes an important thing in teaching children.

Vygotsky cited in Cameron (2001: 6) states that in relation to the children as an active learner in a world full of other people, they need people's help in learning, bringing objects and ideas to their attention, talking while playing, reading stories, and asking questions. With those conditions, it is needed to start

the school with good concentration and memorization skills by introducing the action songs, counting rhymes, bedtime stories, computer games, and so on (Brewster and Ellis, 2002: 27).

Cameron (2001: 1) states that children are the active learners. They like to get deal with something new. When children talking in a new language, they bring great motivation with them and talking actively. Furthermore, the things that children can do and understand should be designed into physically activities. It is connected with the children's characteristic where children have a lot of physical energy and often need to be physically active. Besides, children learn more slowly and forget things quickly as the result of their innate that they bored easily. However, children can concentrate for a surprisingly long time if they are interested so that children have a wide range of excitable emotional needs (Brewster and Ellis, 2002: 27).

b. Teaching English to Children

Brown (2000: 1) states that a teacher needs to find appropriate methods, techniques, and approaches in which can lead children to obtain the goal of the language learning. Moreover, Scott and Ytreberg (1990: 10) state that children need to be settled in the language lesson in order to make them get the better output.

Brown (2000: 87 – 90) proposes some approaches to teach children a second language.

1) Intellectual development

Some rules for the classroom:

- a) Don't explain **grammar** using terms like "present progressive" or "relative clause".
- b) **Rules** stated in abstract terms ("to make a statement into a question, teacher add a do or does") should be avoided.
- c) Some grammatical concepts, especially at the upper levels of childhood can be called to learners' attention by showing them certain **patterns** ("notice the **-ing** at the end of the word") and **examples** ("this is the way we say it when it's happening right now. I'm walking to the door").
- d) Certain more difficult concepts or patterns require more **repetition** than adults need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate.

2) Attention span

Teacher needs to move children attentions of immediate situation to focus on the language lesson by providing enjoyable activities in the classroom.

3) Sensory input

Planned activities consisting of contextual items which can be done in such of moving activities are required by teacher when teaching language to children.

4) Affective factors

Teacher should generate children confidants and self-esteems, and should make them ignore anything which can interrupt their minds when learning language and doing activities in the language lesson.

5) Authentic, meaningful language

Children are focused on what this new language can actually be used for here and now. The class is forbidden to have an overload of language that is neither authentic nor meaningful.

Stern (1970: 57 – 58) cited in Brown (2000: 50 – 51) proposes second language teaching method or procedure on the basis of first language acquisition.

1) In language teaching, we must practice and practice, again and again.

Child repeats things over and over again. During the language learning stage he practices all the time. This is what we must also do when we learn a foreign language.

2) Language learning is mainly a matter of imitation. Teacher must be a mimic. Just like a small child. He imitates everything.

3) First we practice separate sounds, then words, then sentences. That is the natural order and is therefore right for learning a foreign language. Watch a small child's speech development.

4) A small child listens and speaks and no one would dream of making him read or write. Reading and writing are advanced stages of language development.

5) Teacher does not have to translate.

- 6) A small child simply uses language. He does not learn formal grammar.

It is unnecessary to use grammatical conceptualization in teaching a foreign language.

- 7) Teacher should define the appropriate materials for children. The understanding of children characteristics is also needed to obtain the language learning purposes.

In creating the lessons, teachers have to match materials with the children's interest. Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information surround them (Aitchison, 2003: 135). Further, teacher needs to plan activities which are requiring children to get their body moved, to provide interesting media, and to give modeling action to students the language learning (Scott and Ytreberg, 1990: 5).

In the teaching and learning process, teachers need to create a balance in their classrooms between providing support and providing challenge to their students in teaching and learning process (Brewster and Ellis, 2002: 40). Students will have lots of opportunities to talk or read and write together if they are set into pair or group work (Brewster and Ellis, 2002: 43). Pair work is a useful and efficient way in language teaching to children. It makes the learners and the lessons are simple to be organized and easy to be explained.

In the process of transferring the materials especially for more difficult concepts or patterns should be done in repetition that becomes an important thing in teaching children (Brown, 2001: 88). While transferring the materials, teachers

need to be animated, lively and enthusiastic about the subject matter. In this case, the lessons should be in variety in creating the activities to keep the interest and attention of the learners alive (Brown, 2001: 88).

In the process of their learning, children have a lot of natural curiosity. Their natural curiosity give some advantages in maintaining their attention and focus in the teaching and learning processes. Here, audio visual aids such as video, picture, tape, and music that appropriate to them will stimulate their willingness in their learning the materials (Brown, 2001: 89).

2. English Teaching and Learning Interaction

Interaction is an important word for language teachers. Interaction becomes the heart of communication. After several decades of research on teaching and learning languages, the experts have discovered that the best way to learn to interact is through interaction itself.

a. The Definition of Interaction

Brown (2001: 164) proposes the definition of interaction is as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

Meanwhile, Wells in Rivers (1987: 4) states that linguistic interaction is a collaborative activity “involving” the establishment of triangular relationship between the sender, the receiver, and the context of situation. Those three elements cannot be separated because the process of the linguistic interaction will not happen without one of them.

From the explanation above, it can be concluded that interaction is a collaborative activity between two or more people in which they can interact each other to exchange their thoughts, feelings, or ideas.

b. Classroom Interaction

In the era of communicative language teaching, interaction becomes important. Therefore, the classroom's interaction should be conducted effectively. Because there will always occur the interaction among the teacher, the students, or even tasks. Considering the importance of interaction in the classroom, Rivers (1987 : 4-5) in Brown (2001) states the following idea:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journal. In interaction, students can use all they possess of the language –all they have learned or casually adsorbed-in real-life exchanges...Even at an elementary stage, they learn in this way to exploit the elasticity of language.

Furthermore, Rivers (1987: 9) states that for the genuine interaction, language learning needs the individuals (teachers as well as students). The language learning must appreciate the uniqueness of other individuals with their special needs, not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing. Teacher-directed and teacher dominated classrooms cannot be interactive classrooms, and this is what language teachers need to learn. Interaction can be two-way, three way, or even four-way, but never one way.

Teacher-directed and teacher dominated classrooms makes the students have little opportunity to practice speaking English. What is important with the students is finding the balance between providing language through controlled and guided activities and at the same time letting them enjoy natural talk (Scott-Ytreberg, 1990: 33).

Meanwhile, Brewster, Ellis, and Girard (2002) mention wide variety of activities which promote interaction and opportunities to maximize talk in the classroom. Those are 1) look, listen, and repeat, 2) listen and participate, 3) reading aloud, 4) memory games, 5) dramatization, 6) rhymes, action rhymes, song, chants, tongue twister, 7) retelling a story, 8) using flash cards, 9) guessing games, 10) information gap, 11) questionnaires and survey, 12) dialogues and role play.

In addition Scott and Yteberg (1990: 34-48) mention various controlled to free activities that promote interaction in the classroom. They are 1) presenting new language orally through the pupils, using mascot, drawing, puppets, realia, toy furniture, etc, 2) chain work uses picture cards, dialogue, and role play work, 3) information gap activities, survey games, etc.

c. Pattern of Classroom Interaction

Meanwhile, Malamah-Thomas (1991:37) mentions two forms of interaction, they are verbal interaction and pedagogic interaction. Malamah-Thomas (1991: 53) defines verbal interaction is a continues shifting process in which the context and its constituent factors change from second to second. In

verbal interaction, the addresser and addressee are constantly changing roles. The addresser of one minute is the addressee of the next minute, and vice versa.

Interaction is a two-way process. Malamah-Thomas (1991: 7) states that interaction means acting reciprocally, acting upon each other. Therefore, many classroom interactions center an organization and administration. Malamah-Thomas (1991: 62) proposes the patterns of interaction in the classroom as follows:

1. The teacher ----- the whole class,
2. The teacher ----- group of students,
3. The teacher ----- individual students,
4. The students ----- the teacher,
5. The students ----- another single students, and
6. The students ----- group of students

Moreover, Malamah-Thomas (1991: 67-73) states that interaction involves more than one person. There must be someone to transmit a message and someone to receive it. The number of students in the class results in any number of possible variations concerning who does the transmitting and who does the receiving. When the teacher is seen as the one who transmits the message, then he or she can be seen as trying to communicate with the whole class, a group of students, and or individual student at different points of the lesson. When a student performs as the one who transmits the message, he or she then interacts with the teacher, another single student, or group of students.

Malamah-Thomas (1991: 75) also states that the sort of activity that would engage participants in each different pattern of interaction can be an interaction between any student and an individual student such as that in pair work interviews, informal chats, and reporting. It can also be an interaction with the teacher in such activities as asking and answering questions, storytelling, lecturing, giving definitions, and giving instructions.

d. Teacher's Role in Interaction

Teachers play many roles in the course of teaching. Oxford et al (1998) in Brown (2001) propose five roles of teacher, which are more conducive applied in classroom interaction as follows:

Firstly, the teacher as controller. The teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students makes it impossible to predict everything they will say and do. Teacher's control is actually an important element of successfully carrying out interactive techniques; how a technique will proceed, map out the initial input to students, specify directions to be given, and gauge the timing of a technique.

Secondly, the teacher as a director. The teacher is like a conductor of an orchestra or a director of drama. It means that the teacher's role is keeping the process, flowing smoothly and efficiently (as the students engage in either rehearsed or spontaneous language performance. The direction should enable the students eventually to engage in the real-life communication.

Next, the teacher as manager. In this case, the teacher has a role to plan the lessons, modules, courses, and allocation time. Then the teacher allows each student to be creative. Successful teacher (as a manager) besides trying to reach the goal of the lesson are also engage in ongoing evaluation and feedback, but give freedom to each students to work on his or her own individual areas of expertise.

Then, the teacher as facilitator. The teacher as a facilitator should capitalize on the principle of intrinsic motivation by allowing students to discover language trough using it pragmatically, rather than telling them about language. It means that the teacher is not only telling as dictating the lesson, but also giving the students chance to be creative and helping if they find difficulties.

The last, the teacher as resource. The students think that teacher knows everything. Therefore, they will go to their teacher to get some advice when they find any difficulties.

3. Teaching and Learning Kits

A kit is a set of tools that is made for a specific purpose to stimulate activities in the teaching and learning process (Olofsson, 1979: 34). A kit is used to support the activities in a teaching and learning process. It is used to show and help someone to learn and do something that provides knowledge. Based on the definition above, a kit is something that is put together to carry information between a teacher and the students. In a teaching and learning process, a kit is used by the teacher to help the students to get knowledge, skills, or attitude for

achieve the teaching and learning objective. Since, the object of this study is elementary school students, then the objective of the kits should be in line with the aim of the teaching and learning in elementary school. The developed kits should give the students chance to interact in English each other in order to achieve the students competence stated in the curriculum. The Teaching and Learning Kits consist of the teaching and learning tools which help the teacher to conduct activity in the teaching and learning process which promotes interaction. They are course grid, lesson plan, teacher's guide, worksheet, and media.

a. Course Grid/ Syllabus

A course grid or syllabus according to the guideline (*Departemen Pendidikan Nasional*, 2007) is a specific lesson plan which contains Competency Standard, Basic Competence, the materials, teaching activities, indicators, time allocation, and learning resources. A course grid must consist of some aspects such as a main theme, a concept, communicative focus, language focuses, key vocabulary, teaching experience, and moral value.

According to Hutchinson and Waters (1987: 80), a syllabus is a document which says what will (or at least what should) be learnt. Furthermore, they state that there are several different ways in which the syllabus can be defined. It comes from the fact that the statement of what will be learnt passes through several different stages before it reaches its destination in the mind of the learner.

In addition, it is stated that as a part of a course design process, the syllabus holds as important and significant role. It is because at the end of the teaching and learning process, it determines the success of such process. The three

importances of a syllabus as stated by Hutchinson and Waters (1987:83-85) which has a close relation to the teaching and learning activities in the classroom are first, it is such kind of a way of breaking down the complex units of teaching and learning process into the manageable simpler ones. In this case, syllabus provides and manages the practical basis of learning materials, textbooks, media, assessment, and so on. Second, a syllabus is an implicit statement of views about language and learning. At last, the third importance is that a syllabus provides a set of criteria for materials selection which defines the kinds of texts whether as the source or as the model to be produced by the students in practice, the items to focus in the tasks and exercises, and so on.

b. Lesson Plan

Lesson plan is translated from the syllabus to direct the learning activities of learners in an effort to achieve basic competency. Brown (2001:149) stated some essential elements of a lesson plan should be. There are; goal(s), objectives, material and equipment, procedures, evaluation, and extra-class work. Every teacher in the educational unit is obliged to prepare lesson plans in a complete and systematic so that learning takes place in interactive, inspiring, exciting, challenging, motivating learners to actively participate.

c. Teacher's Guide

The teacher's guide is designed to help the teachers in the classroom. In this study, the teacher's guide is independent tools that can assist the teachers in successfully planning and implementing the interactive teaching and learning. The teacher's guide shows the steps on how the teacher teaches the materials and uses

the media. The teacher's guide offers the steps to take from the presentation of the class until production in order to help the teacher to run the class well.

d. Worksheet

Brewster, Ellis and Girrad (2002:156) define a worksheet as exercises or activities which are drawn, written, or word processed, and photocopied. From definition above, it can be concluding those worksheets are papers containing exercises to be completed by students to help organize material for learning.

Paul (2003:107) suggests that it is necessary for the students to be encouraged to colour the pictures in the worksheets. Colouring encourages the students to interact with the worksheets. Further he states that ideally worksheets should be fun and colourful so that the students enjoy looking at it. Meanwhile, Ellis and Brewster (2002:159) state that the students can personalize their worksheets by writing their names and the date, colouring them, and storing them in their English folder to involve students more actively in the learning tasks and teaches useful study skills.

Further, Ellis and Brewster (2002:159) suggest that there are five main features of the worksheets. First, the worksheets should be clear, simple and attractive. Second, the worksheets should have clear instruction. Third, the worksheets provide an activity which lasts a designated period of time. Fourth, there are opportunities for the worksheets to be personalized, for example, coloured, and labelled, and so on. Fifth, each worksheet practices one particular language point, for example, a structure or lexical set, and involves students in

different skills and possibilities for linking English with other subjects in the curriculum.

e. Media

Media in the teaching and learning process are usually known as instructional technology. This term is defined as the tools and materials that are used by the teacher to facilitate the teaching in order to make the explanation clearer and more interesting for the students. According to Kozma (1991:180), media can be defined by their technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology as well as the mechanical and electronic aspects that determine its functions and, to some extent, its shape and other physical features. In addition, Lever-Duffy and McDonald (2009:61) state that media are technologies that are used to facilitate the method. One example is that the teachers may be the method, while the used overhead projector trans-parentcies (OHP) used by the teacher is the medium used to support, enhance and facilitate the instructional delivery.

The use of media in the teaching and learning process is very important because it can improve the quality of the process. Moreover, the students can comprehend the lesson more easily. There are many media that can be used in such process. They are audio visual, pictures, slide, electronic based, book, magazine, comic, etc. Brinton (2001:461) states that media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, she

summarizes the rationales for using media in the language classroom in the following:

- 1) Given the role media play in the world outside the classroom, the students expect to find media inside the classroom as well. Media, thus, serve as an important motivator in the language teaching process.
- 2) Audio visual materials provide the students with content, meaning, and guidance. The students create a contextualized situation within which language items are presented and practiced.
- 3) Media materials can lend authenticity to the classroom situation and show the students the direct relation between the language classroom and outside world.

Moreover, Sudjana and Rivai (2009:2) state that the rationales of the use of media in the teaching and learning process:

- 1) The teaching and learning process will be more interesting so that it can improve the students' motivation
- 2) The media will enable the students to master the teaching objectives well, so that they will understand the materials more easily.
- 3) The teaching methods should be various, so that the students will not get bored during the teaching and learning process.
- 4) The students will be more active because they do not only listen to the teacher's explanation, but also do other activities, such as observation, demonstration, etc.

Since many teachers do not have the access to the technology when they are in the classroom, they can actually replace it by using basic teaching media such as flashcards, posters, pictures, diagrams, and etc. This aims at supporting the teaching and learning process in order to reach the goal of study.

4. Materials Design Model

Hutchinson and Waters (1987:108) present a new model to write new material. This model is designed to provide a coherent framework for the integration of the various aspects of learners and to allow enough space for creativity and variety.

This model consists of four elements; they are:

- 1) Input: it contains stimulus materials for activities, provides new language items, shows correct model of language use and presents a topic for communication and it also provides opportunities for learners to use their information processes skill and knowledge of the language and the subject matter. Examples of inputs are texts dialogue and video recording
- 2) Content focus: non linguistic content should be exploited to general meaning for communication in the class room.
- 3) Language focus: good material should involve both opportunities for analysis and synthesis. The learner should be able to use language, have a chance to take the language into pieces, study how it works and practice putting it back together again

- 4) Task: material is design to lead toward a communicative task where learners use the content and language knowledge that they have built up so far. The relation of the four elements can be seen below.

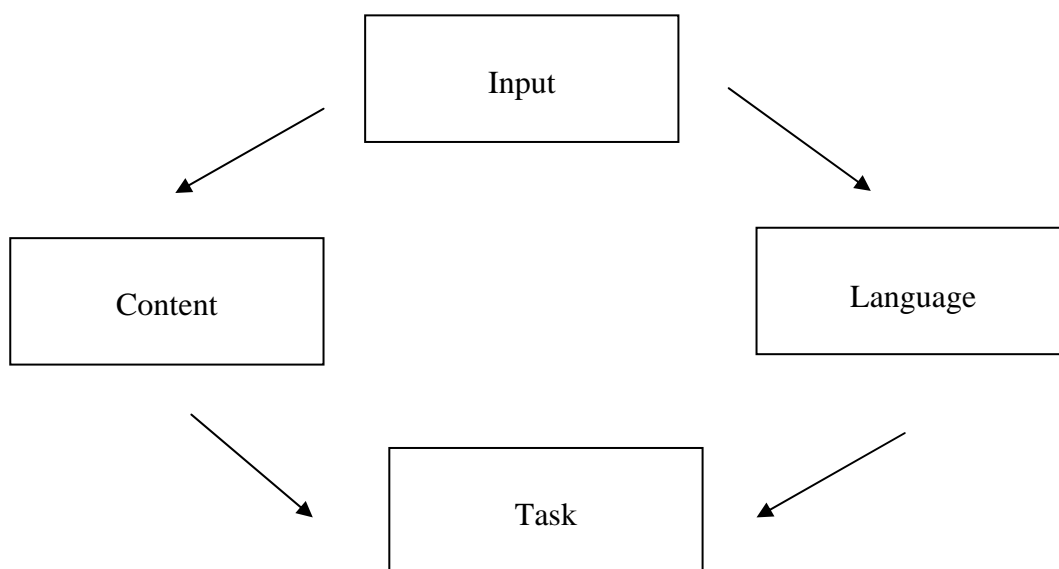


Figure 1 : The relation of the material design elements.

B. Conceptual Framework

The purpose of this research is to find out the characteristics and to develop the Teaching and Learning Kits for promoting interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta.

The background of this study is the teaching and learning process in SD Muhammadiyah Bausasran 1 is not effective to achieve the students' competence. The learning activities mainly done are reading texts aloud, translate them into Indonesian, finding difficult words from the text, making simple sentences from the difficult word, and giving many tasks on their workbook (LKS). Here, the

activities that promote interaction do not provided. The teacher also has difficulties to conduct activities that promote interaction. This may mean the students have no opportunities for real interaction. The objective of the teaching and learning in the elementary school is preparing the students to have an ability to interact in English, for promoting classroom and school activities. Thus, to achieve the students' competence, it is important to provide them with more activities to interact directly with the target language- to acquire it by using it. Since the teaching and learning activities do not always give the students opportunities to interact with each other, it is necessary to develop Teaching and Learning Kits for promoting interaction to help the teacher conduct activities which promote interaction.

The R n D cycle is chosen to develop the Teaching and Learning Kits in this study. In this model, there are eight steps in developing kits for this research. They are conducting needs analysis, planning, writing the course grid, developing the kits, evaluating the first draft, trying out the kits, evaluating the second draft, rivising and writing the final draft.

The procedure in developing the Teaching and Learning Kits for promoting interaction is presented in the following figure.

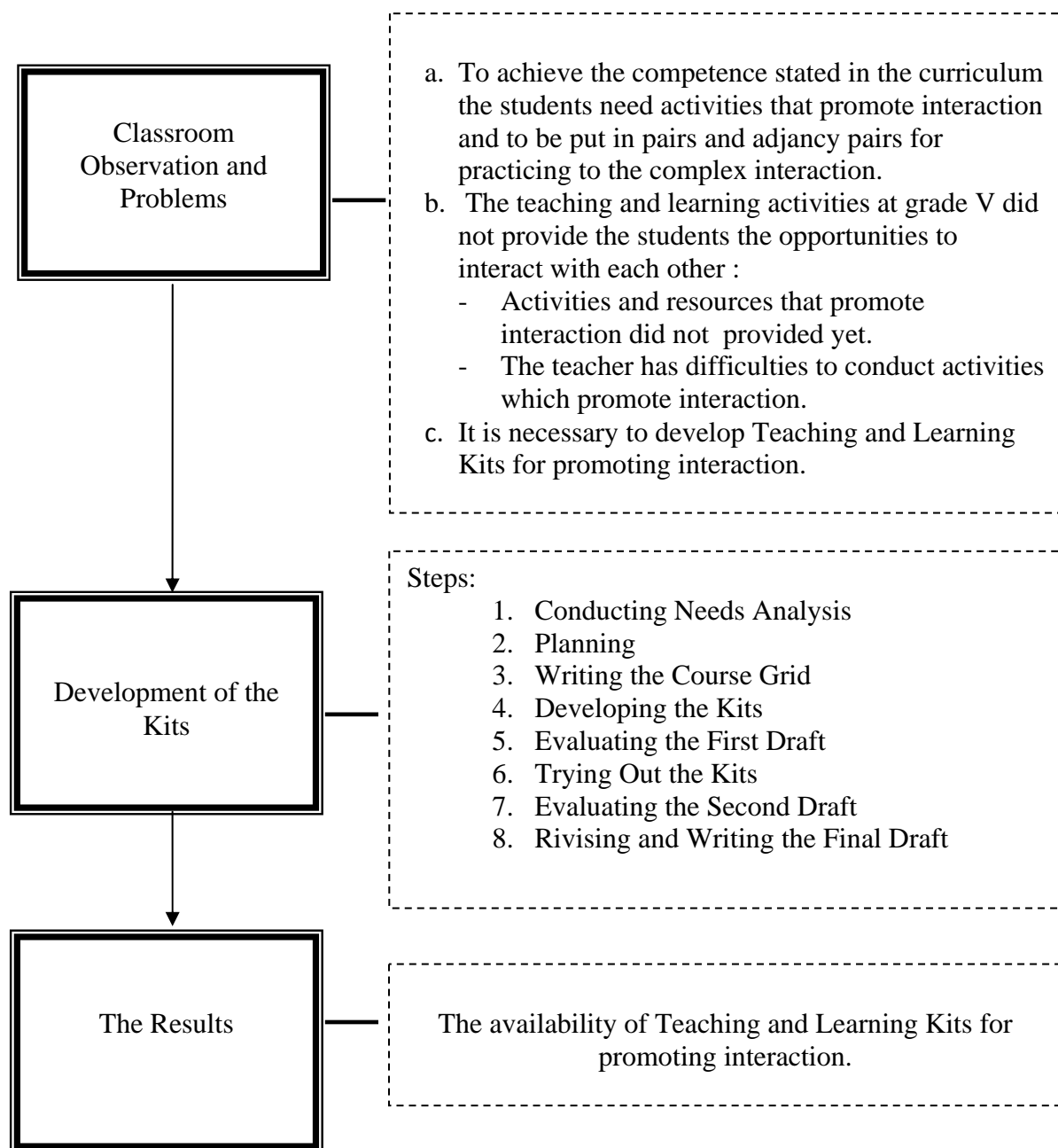


Figure 2: The framework of the study

CHAPTER III RESEARCH METHOD

A. Type of the Study

The type of this study is Educational Research and Development (R&D). According to Gall, Gall, and Borg (2003) R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. Meanwhile, the new products are the products of the research which commonly can be used to support education. They can be teaching media, teaching materials, textbooks, workbooks, etc. In this case, the product of this study is Teaching and Learning Kits for promoting interaction among the fifth grade students of SD Muhammadiyah Bausasran 1 Yogyakarta in the second semester of 2011/2012 academic year.

B. Participants of the Study

The participants of this study were divided into two groups. The first group consisted of an English teacher and the fifth grade students of SD Muhammadiyah Bausasran 1 Yogyakarta. The fifth grade consisted of 23 students. They were 10 girls and 13 boys. They participated in the first and sixth steps of the study. In the first step, their teaching and learning activities were observed. Then, the fifth grade students of SD Muhammadiyah Bausasran 1 stated their opinions and comments about the English lessons at their school as well as their

needs in learning English by filling in the questionnaires and responding to the interviews. Meanwhile, the English teacher of SD Muhammadiyah Bausasran 1 stated her opinions and comments about her needs, teaching activities, teaching technique, media and students' characteristics by interview.

In the sixth step, the students of SD Muhammadiyah Bausasran 1 stated their opinions by filling in the questionnaires and responding to the interviews toward the second draft of the Teaching and Learning Kits for promoting interaction after they were implemented. Meanwhile, the English teacher stated her opinions and comments by responding in the interviews.

The second group consisted of all the English teachers of elementary schools in Danurejan District Yogyakarta and lecturers of the English Education Department of Yogyakarta State University. There were ten English teachers and two lecturers. They participated in the data collection in this study. They evaluated the first draft of the Teaching and Learning Kits for promoting interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta by stating their judgements in the questionnaires. In addition, they also gave their comments and suggestions toward the kits.

C. Research Procedure

1. Conducting Needs Analysis

In this step, the researcher conducted the needs analysis. This step was intended to obtain information about the English teacher's and the students' characteristics and needs toward the English lesson by observation, interviews,

and the first questionnaire. The interview was conducted both to the English teacher and the students. The results of the needs analysis were used as guidelines in developing Teaching and Learning Kits for promoting interaction.

2. Planning

The information collected from the first stage was used to plan the kits. This activity included defining the targetted skills, topics and objectives of the materials. The researcher used the needs analysis and the curriculum as the basis for choosing the topics.

3. Writing the Course Grid

After selecting the topics of the material, the researcher wrote the course grid based on the need analysis. Basic competence, indicators, learning materials, learning activities, teaching activities, input, media, and time allocation were stated in the course grid.

4. Developing the First Draft

After the course grid was made, the researcher developed the first draft of the Teaching and Learning Kits for promoting interaction. Developing the kits was an important step in instruction planning, looking for the facts that successful instruction depend much on how well kits were developed and presented. The kits consisted of course grid, lesson plans, teacher's guide, worksheets and media.

5. Evaluating and Revising the First Draft

The first evaluation was done before the implementation. In this stage, the Kits were evaluated by two lecturers and all of the English teachers of elementary schools in Danurejan District. There were some comments and suggestions from

them in the form of questionnaires. Then, the researcher revised the first draft. The revised kits were called as the second draft of the kits.

6. Trying Out the Second Draft

The Teaching and Learning Kits for promoting interaction were implemented at grade V students of Muhammadiyah Bausasran 1 Elementary School Yogyakarta. Their teaching and learning activities were observed. After that, the researcher asked for some feedback and suggestions from the students and the teacher. In fact, the data were collected by distributing the questionnaires to students and interviewing both the teacher and the students. Then the data collected were used in the next step.

7. Evaluating of the Second Draft

In this step, the researcher evaluated the data of Implementation. The data were collected through questionnaires, interviews, and observations.

8. Revising and Writing the Final Draft

After evaluating the data, the researcher revised the second draft of the kits. The revision was based on the analysis of the opinions and suggestions from interviews and questionnaires. Finally, the final draft of the kits could be produced. The final product of this stage was a final draft of Teaching and Learning Kits for promoting interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta.

D. Instruments

The types of the instrument used in the study were in the forms of questionnaires, interview guidelines, and the observation guide. Therefore, the data of the study were in the forms of the questionnaire result scores, percentages, interviews transcripts, and field notes.

In this study, the instruments were used in three steps. They were need analysis step, evaluating the first draft step, and trying out step. In the first step, the observation guide was used to observe the teaching and learning activities. It was aimed at observing the English teaching and learning process and the students' behaviour toward the English lesson. The data of the observation were in the form of field notes.

Then, the first questionnaires were distributed. The questionnaires for the students were in the form of multiple choice questions. The questionnaires consisted of two sections questions. In section A, there were eight questions. To get the data about the students' profiles. Meanwhile, in section B there were 19 multiple choices questions to get the data about their opinion toward the English lesson, teaching resources, media, worksheet, skill, setting of the activity, topic, and activities that the students are interested in. The data of the questionnaires were in the form of scores. This was important since the information helped the researcher develop the Teaching and Learning Kits for promoting interaction. The organization is shown in Table 1 and the content coverage of the questionnaires can be seen in Appendix 2.

Table 1. **The Organization of the Need Survey Questionnaires (for Students)**

Question numbers	Purposes of the questions
Part A 1-8	To get information about students' profiles
Part B 1-3	To get information about the students' opinion towards the English lesson.
4-6	To get information about the resources.
7-9	To get information about the media.
10-12	To get information about the worksheet.
13	To get information about the setting of the activity.
14	To get information about the skill.
15	To get information about the topic.
16-19	To get information about activities that the students are interested in.

Besides, the researcher also held interviews with the teacher and some students in the class. The interview for the English teacher was conducted to get the data about the teacher's profile, students' characteristics, teaching resources, teaching aids, teaching and learning activities, classroom interaction and the teachers' need. Meanwhile, interviews with some students were aimed at completing the data from the questionnaires. The guidelines of the interviews for the students and teacher can be seen in Appendix 3.1.

In evaluating the first draft step, the researcher distributed the second questionnaires to all English teachers of elementary schools in Danurejan District and two lecturers. The questionnaires were aimed at obtaining feedback and evaluation toward the first draft of the Teaching and Learning Kits for promoting interaction. The questionnaires included questions which were close-ended and open-ended. The close ended questions were in the forms of statements on the designed kits. The English teachers and lecturers stated their judgement on the

kits by giving a check mark (✓) in each statement according to the five points of agreement. They were (SS) if the respondents strongly agree with the statement, (S) if the respondents agree with the statement, (KS) if the respondents slightly disagree with the statement, (TS) if the respondents disagree with the statement, (STS) if the respondents strongly disagree with the statement. The close ended questions in the questionnaires were written based on the organization of the questionnaires shown in Table 2 and the content coverage of the questionnaires can be seen in Appendix 2.3.

Table 2. The Organization of the Preliminary Field Testing Questionnaires

1-5	Material Aspect
6-9	Resource (songs, dialogues, and games) Aspect
10-17	Activity Aspect
18-22	Teacher's Role Aspect
23-24	Learners' Role Aspect
26-18	Course Grid Aspect
29-31	Lesson Plan Aspect
33-36	Teacher's Guide Aspect
32-35	Worksheets Aspect
41-44	Media Aspect
45-47	Lay Out Aspect

Not only answering the close ended questionnaires, the teachers and lecturers were also asked to answer open ended questions. The questions were about the evaluation of the kits in general, weaknesses of the kits, and suggestions to improve the developed Teaching and Learning Kits for promoting interaction.

Finally, in the trying out step, the observation guide was used to observe the implementation of Teaching and Learning Kits for promoting interaction. Then, the third questionnaires were distributed to the students. Meanwhile, the interview guidelines were used to interview the teacher and some students. The interviews and questionnaires were aimed at knowing the teachers' and students' comments and feedbacks on the developed Teaching and Learning Kits for promoting interaction after implementation. The questionnaires included questions which were close-ended and open-ended. The same as the previous steps, the questionnaires in this step had five points of agreement. They are (SS) if the respondents strongly agree with the statement, (S) if the respondents agree with the statement, (KS) if the respondents slightly disagree with the statement, (TS) if the respondents disagree with the statement, (STS) if the respondents strongly disagree with the statement. The close ended questions in the questionnaires were written based on the organization of the questionnaires shown in Table 3 and the content coverage of the questionnaires can be seen in Appendix 2.4.

Table 3. The Organization of the Main Field Testing Questionnaires

Questions Number	The Purpose of the Questions
Part A	The Information about the respondent
Part B	(Close ended questions)
1-2	Material Aspect
3-7	Learning Resource Aspect
8-14	Activity Aspect
15-18	Students' Role Aspect
19-21	Media Aspect

Not only answering the close ended questionnaires, the students were also asked to answer open ended questions. The questions were about the evaluation of the materials in general and the weaknesses of the materials.

E. Data Collection

The data of the study were collected in three steps. They are described as follow:

1. Data of the research and information collection

In this step, the researcher collected the data through observations, questionnaires and interviews. Therefore, the data were in the forms of field notes, scores and interview transcripts. The scores were the percentages of the students' choices in the first questionnaires. First of all, the researcher conducted the observations. She observed the teaching-learning process in grade V. She also distributed the first questionnaires to the students. The type of the first questionnaire was multiple choices and the students were asked to choose one or more options from several provided options. The questionnaires were aimed at collecting the data about the students' profile and needs toward the English lessons at school. To support the data, the researcher held interviews with some students. Moreover, the researcher also held an interview with the English teacher. The purpose was to obtain the teacher's profile, students' characteristics, teaching resources, teaching aids, teaching and learning activities, classroom interaction and the teachers' needs.

2. Data of the preliminary field testing

In this step, the researcher collected the data through questionnaires. The data in this step were in the form of scores and suggestion. The scores were obtained from the second questionnaires that were given to the English teachers and lecturers. The second questionnaires were aimed at evaluating the first draft of the Teaching and Learning Kits for promoting interaction. In fact, the scores showed the respondents' agreements to the statements in the questionnaires. Each indication of the response to the statement was weighted with a score. For Strongly Agree (SS), the score is 5. For Agree (S), the score is 4. For Slightly Disagree (KS), the score is 3. For Disagree (TS), the score is 2. For Strongly Disagree (STS), the score is 1.

3. Data of the main field testing

In the sixth step, the researcher collected the data through observation, questionnaires and interviews. The data in this step were in the form of field notes, interview transcripts and scores. The field notes were written based on the observation of the implementation of Teaching and Learning Kits for promoting interaction. The interview transcripts were obtained from the interviews with some students and the English teacher. Meanwhile, the scores were obtained from the questionnaires distributed to the students. Each indication of the response to the statement was weighted with a score. For Strongly Agree (SS), the score is 5. For Agree (S), the score is 4. For Slightly Disagree (KS), the score is 3. For Disagree (TS), the score is 2. For Strongly Disagree (STS), the score is 1.

The interviews and questionnaires aimed at collecting the data about the teachers' and students' feedbacks to the second draft of the Teaching and Learning Kits for promoting interaction after implementation.

F. Data Analysis Technique

1. Data analysis technique of the research and information collecting

The data in the research and information collecting were gathered through the observations, interviews and questionnaires. The data were written in the form of field notes, interview transcripts, and percentages.

The percentage of each option in the first questionnaires was calculated by using the following formula.

$\bar{X} = \frac{\sum X}{N} \times 100\%$	\bar{X} = the mean $\sum X$ = the number of the students who have the same answer N = the total number of the students
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The options with the highest percentages got the most agreement from the students. The most agreement indicated the most students' choices. After that, the options with the highest percentages were chosen as the topics, activities, and needs for the Teaching and Learning Kits for promoting interaction.

Then, the interview transcripts were analyzed to determine the characteristics, teaching and learning activities, topics, skill, and teaching media. These were used to develop the Teaching and Learning Kits for promoting interaction.

Meanwhile, the field notes were analyzed to determine the teaching and learning problems.

2. Data analysis technique of the preliminary field testing

The data of the evaluation of the preliminary field testing were divided into two categories: a) the participants' opinions in forms of scores which were listed in a descriptive statistic table and b) the participants' comments and suggestions that were presented in sentences.

a. Participants' opinions

Likert Scale was used to find out participants' opinions on the developed Teaching and Learning Kits for promoting interaction. In fact, the data obtained from the second questionnaires were in the form of scores. To analyze the scores, the researcher conducted a data scoring. What is meant by scoring data is when the researcher assigns a numeric score (or value) to each response category for each question on the instruments used to collect data (Creswell, 2008: 183).

The data were analyzed by using the descriptive statistics. After that, the data were used to analyze the developed Teaching and Learning Kits for promoting interaction. Finally, the steps of data analysis are explained as follows:

- 1) Changing the categories into numbers by using Likert Scale as mentioned in Table 4.

Table 4. **Category Convention Table**

Category	Score
Strongly Agree (SS)	5
Agree (S)	4
Undecided (R)	3
Disagree (D)	2
Strongly Disagree (STS)	1

2) Defining the Mean

Mean was used to find out the average score. The researcher used the formula cited in Hadi (2004: 40) as follows.

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = mean

$\sum X$ = total score

N = Number of respondents

3) Defining the Ideal Mean and the Ideal Standard Deviation

To find out the quality of the developed Teaching and Learning Kits for promoting interaction, the researcher referred to the normal distribution by using Ideal Mean (M_i) and Ideal Standard Deviation (SD_i). According to Arifin (1991:101-103), the computation of M_i and SD_i can be obtained by the following formulas:

$$M_i = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$SD_i = \frac{1}{3} M_i$$

Ideal highest score = number of statement x highest score

Ideal lowest score = number of statement x lowest score

M_i = Ideal Mean

SD_i = Ideal Standard Deviation

Meanwhile, to find out the category of kits developed, the researcher used the quantitative to qualitative data conversion by five scales as what Arifin (1991:102) formulates in Table 5.

Table 5. Quantitative to Qualitative Data Conversion

No	Score Range	Category
1	$\bar{X} > M_i + 1,5 SD_i$	Very Good
2	$M_i + 0,5 SD_i < \bar{X} \leq M_i + 1,5 SD_i$	Good
3	$M_i - 0,5 SD_i < \bar{X} \leq M_i + 0,5 SD_i$	Fair
4	$M_i - 1,5 SD_i < \bar{X} \leq M_i - 0,5 SD_i$	Poor
5	$\bar{X} < M_i - 1,5 SD_i$	Very Poor

b. Participants' comments and suggestions

Participants' comments and suggestions from the second questionnaires were listed. They were used as the basis to revise the first draft of the Teaching and Learning Kits for promoting interaction.

3. Data analysis technique of the main field testing

The data in the main field testing were also gathered through the observation, interviews and questionnaires. Then, the data were written in the form of field notes, interview transcripts and scores. To analyze the scores, the researcher conducted a data scoring. The data were analyzed by using the descriptive statistics. It was the same as the previous steps in data analysis technique of the preliminary field testing. After that, the participants' comments and suggestions in the interview transcripts and the scores were analyzed and used to improve the developed kits, so that the Teaching and Learning Kits for promoting interaction could be presented.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter answers the questions in Chapter I. They are the characteristics and the development of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. The first question is revealed from the needs analysis on the fifth grade students and their English teacher of SD Muhammadiyah Bausasran 1 Yogyakarta through observation, interviews, and the first questionnaire. After the characteristics were found, the kits were developed. The second question explains how the kits are developed. There are eight steps in developing the kits. They are conducting needs analysis, planning, writing the course grid, developing the first draft of the kits, evaluating and revising the first draft, trying out the kits, evaluating the second draft, revising and writing the final draft of the kits.

1. The Characteristics of Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta

This section presents the data about the teacher's and students' needs and characteristics that were gathered in the needs analysis of the research. The need analysis was conducted among the English teacher and the fifth grade students of SD

Muhammadiyah Bausasran 1 Yogyakarta on 12th September 2011. The data of the needs analysis were obtained through observation, the first questionnaire, and interviews. The results of the needs analysis are explained as follows.

a. Students' Characteristics and Needs

1) The students' characteristics

In section A of the questionnaire the students were asked to write down their names, ages, sex, address, parents' occupations, hobby, everyday language and their outdoor school activities. The data of the respondents were presented in Table 6 and 7 below.

Table 6. The Identification of the Respondents

Group of Respondents	Age	Sex		Total
		Male	Female	
The fifth grade students of SD Muhammadiyah Bausasran 1 Yogyakarta	10	11	6	17
	11	2	4	6
TOTAL		13	10	23
		23		

Table 7. The Data of the Students

Category	Total
Everyday Language	
Indonesian	3
Javanese	20
Outdoor School Activities	
Hisbul Wathan	23
Tapak Suci	11
Computer Course	23

(continued)

(continued)

Category	Total
Parents' Occupation	
Civil Servant	6
Employee	4
Seller	6
Driver	1
Laborer	4
Tailor	2
Hobby	
Singing	8
Playing football	10
Drawing	4
Playing games	12
Swimming	3
Badminton	5

After doing the observation, interviews, and distributing the first questionnaire, the researcher then found three main characteristics of the fifth grade students in SD Muhammadiyah Bausasran 1 Yogyakarta in the academic year of 2011/2012. The first characteristic was about the students' ability to work with others. This could be done by grouping them when necessary since they liked to have other students around them. This was proved by the interview with the students, the English teacher, and the observation.

- R : *Kalau menurut kalian, belajar berkelompok bisa membantu kalian belajar bahasa Inggris gak?* (Based on your opinion, does learning in groups help you to learn English?)
- Ss : *Iya Bu!* (Yes, Miss)
- S3 : *Iya Bu, kelompok saja ya soalnya ya, Bu?* (Yes Miss, how if the exercises are done in groups?)
- R : *Kalau menurut kalian enakan belajar sendiri atau berkelompok?* (What do you think, do you like learning individually or in groups?)

- S1 : *Berkelompok.* (In groups.)
 Ss : *Berkelompok Bu!* (In groups, Miss!)
 R : *Penganya kelompoknya berapa orang?* (How many friends in a group do you want?)
 S2 : *Dua...dua Bu!* (Two...two, Miss!)
 S7 : *Empat.* (Four.)
 S3 : *Dua.* (Two.)
 S8 : *Yang penting gak garap dewe, haha.* (What is important is that we do not work alone.)

(Appendix 3.3/Interview 1)

- R : *Apakah Ibu suka membagi anak-anak dalam kelompok ketika mengerjakan tugas?* (Do you like dividing your students in groups when doing the exercise?)
 T : *Iya. Mereka semangat kalau dikerjakan bersama-sama. Bisa berdiskusilah.* (Yes. They are enthusiastic if the exercises are done in groups. They are able to have a discussion.)

(Appendix 3.3/Interview 2)

“*Cari lima kata sulit di teks, trus dibuat kalimat*”, said the teacher. “*Bu, berkelompok ya, Bu!*”, said a student. “*Iya bu, kelompok aja ya, Bu?*”, said some students. “*Ya dua orang aja, tapi jangan rame ya*”, said the teacher. “*Horeee! Kelompok!*”, said a student. Some students said “*Yes!*”.

(Appendix 1.2/Field note)

The second characteristic is they could get bored easily. To prevent this, the activities should be various and designed based on their interest to keep their interest and attention. When the students liked the activities, they would do it every day. However, if they did not like the activities, they would get noisy easily. This was taken from the interview with the English teacher.

- R : *Begitu ya Bu. Lalu bagaimana dengan karakteristik anak didik ibu, khususnya adik-adik SD Muhammadiyah Bausasran 1 kelas V?* (Then, what are your students’ characteristics, especially the fifth grade students in SD Muhammadiyah Bausasran 1 Yogyakarta?)
 T : *Ya namanya anak-anak. Kalau diajar pasti ada ramainya. Diajar belum selesai ngerjainya sudah ditinggal ngerjain ngobrolin yang lain. Cepet*

bosen lah, mbak. Jadi, kalau sudah bosen ya ramai. (When they are taught they must be noisy. They like to move to other activities although their jobs have not been finished yet. They get bored easily. When they are bored, they make noise.)

(Appendix 3.3/Interview 2)

Thirdly, the students like playing games and singing songs. They like singing while doing exercises in the class. Games and songs are fun. The teacher only used them as a variation. Games and song can be added to a lesson. They can be used to introduce new language, to practise language, to change their mood, to get their attention, and increase their motivation. This is supported by interview with the teacher and the students and the observation.

R : *Begitu ya, Bu ya. Eee...ada karakter lain bu?* (Any other characteristics Miss?)

T : *Oya, kalau diajak main games atau nyanyi. Mereka malah “Bu, lagi Bu! Bu, lagi ya Bu”. Dulu pernah ada anak KKN mengajak bernyanyi, mereka senang, seharian minta nyanyi terus.* (Yes. If they are invited to play games or sing songs ... they want more “Miss, again Miss, please once more time!” There was an obligatory action internship for advanced university students who invited the students to sing. The students were enthusiastic. They wanted to sing all day.)

(Appendix 3.3/Interview 2)

S : *Aktivitas apa yang kalian sukai ketika belajar bahasa Inggris? Ketika pelajaran bahasa Inggris kalian pengenya apa?* (What are the most favourite activities in your English lesson? What activities do you want to do in the English lesson?)

S : *Main games.* (Playing games.)

S : *Game.* (Games.)

S : *Bermain games.* (Playing games.)

S : *Menyanyi.* (Singing.)

(Appendix 3.3/Interview 1)

There were students talking about the latest popular song. There was a student hitting the table while singing and making the sentences, “You know you love

me. I know you care. Hmm hmm hmmm”. It was continued by the other students “Baby baby baby ohhh. Baby baby ohh”. The class became busier.

(Appendix 1.2/Field note)

.....
“Bu games, Bu!” said a student. It was followed by the other students *“Iya Bu, main games, Bu!”*, said some students. *“Bosen ngerjain soal terus, Bu!”* said a student.

(Appendix 1.2/Field note)

The fifth grade students of SD Muhammadiyah Bausasran 1 Yogyakarta in the academic year of 2011/2012 had the same characteristics with the other students. They could work and learn together with their friends. They liked to have fun by playing games and singing songs. They just liked to do the activities that they were interested in. When the students did not like the activities, they easily got bored. To prevent this, the various activities should be developed based on the students’ interest. To know what the students were interested in, the need analysis were also conducted. The result of the characteristics and the need analysis were further considered in the kits development. Below are the results of the students’ needs.

2) The students’ needs

Through section B of the questionnaires, the students gave their opinion towards the English lesson. In the questionnaires, 21 of 23 students (91.3%) thought that English was an important subject. Then, 16 students (47.8 %) of them stated that the English lesson in the class was fun. They (86.9%) were able to participate in the English lesson.

In relation to the teaching resources and aids, the result of the needs analysis shows that many students preferred to learn English through games (86.9%), songs (78.3%), stories (21.7%), realia (60.9%), pictures (86.9%), and flashcards (56.5%). Meanwhile, related to the worksheet, many students liked the worksheet which were colourful (60.9%), illustrated (73.9%), with English instructions (56.5%), and with pair activities (96%).

Related to the students' interests in learning English, many students chose some topics of the materials that were listed in the questionnaires. Based on the percentages of the students' choice, curriculum, and teacher's advice, the topics are *school places* (82.6%), *clothes* (74%), and *school stationary items* (70%). Meanwhile, related to the skill, many students chose *speaking* skill (91.3%). Their choice of the skill was in line with their objective of learning English in the interviews with the students.

- R : *Kalian belajar bahasa Inggris biar bisa apa sih?* (What is your objective of learning English?)
- S : *Bisa jadi koki.* (Being able to be a chef.)
- S : *Ngomong.* (Being able to speak in English.)
- S : *Bisa ngomong bahasa Inggris.* (Being able to speak in English.)
- S : *Kalau besok ke Amerika supaya bisa ngomongnya.* (If I go to America I can use the language.)
- S : *Bu aq ke Spanyol bu!* (Miss, I want to go to Spain.)
- R : *Oh, kamu mau ke Spanyol?* (Oh, do you want to go to Spain?)
- S : *Iya biar bs ngomong bahasa Inggris. Itu lo bu diajarin ngomongnya. Bosen aku nulis terus pelajarane.* (Yes Miss, so that I can speak English. Miss, teach me how to speak English. The activity in the English learning was boring, only writing.)
- Ss : *Iya bu...iya biar bisa ngomong sama bule.* (Yes, Miss. In order that I can speak with foreigners.)
- R : *Pengen bisa berbicara sama bule ya?* (Do you want to speak with a foreigner?)

S : *Iya bu. Biar bisa nyanyi bahasa Inggris juga.* (Yes, Miss. In order that I can also sing.)

(Appendix 3.3/Interview 1)

In addition, there were various interests showed by the students in learning activities. For listening activities, 82.6% of the students liked *listening* and *singing*, 74% of them liked *listening and repeating*; for speaking activities, 82.6 % of the students liked *using flashcards activities* and 74% of them liked *information gap activities*; for reading activities, 78.3% of the students liked *matching or mapping pictures* and 74% of them liked *speaking using written prompt cards*. Meanwhile, for writing activities, 74% of the students liked *crossword puzzles* and 79% of them liked *copying sentences*.

b. The English Teacher's Characteristics and Needs

1) The English teacher's characteristics

The English teacher of SD Muhammadiyah Bausasran 1 Yogyakarta graduated from the English Education Study Program of Muhammadiyah University of Sumatera Utara in 1996. She taught in one of the elementary schools in Sumatera before moving to Yogyakarta. She had five years of experience teaching English in Yogyakarta.

2) The English teacher's needs

The interview was conducted on the same day as the interview for the students. Through the interview, the teacher was asked about her goal of teaching English to the students. She stated that she wanted the students to succeed in

doing the examination, have an ability to interact in English, and to be ready in learning English at junior high school. Yet, the activities she gave were not enough to achieve the goal. She gave the activities only from commercial worksheet and textbook. They did not give the students enough opportunities to interact with others. She also had difficulties to create activities that promoted interaction. She wanted her students to have the experience of using the language. Therefore, she needs activities which make her students active and interact with each other.

- R : *Apakah aktifitas-aktifitas yang diberikan dari LKS dan textbook sudah dapat memfasilitasi siswa untuk mencapai goal yang tadi ibu katakan?* (Are the activities in the commercial worksheet and textbook sufficient to facilitate the students to achieve the goal?)
- T : *Sebenarnya belum cukup ya mbak. Untuk LKS dan buku kan menekankan ke baca tulis saja.* (In fact, they were not. Commercial worksheet and textbook focus on reading and writing.)
- R : *Jadi aktifitas-aktifitas yang seperti apa lagi yang siswa butuhkan di dalam kegiatan belajar mengajar untuk dapat mencapai goal?* (What other kinds of activities do your students need to achieve the goal?)
- T : *Aktifitas speaking ya yang sangat jarang. Aktifitas yang mendorong terjadinya interaksi.* (Speaking activity. Activities which promote interaction.)
- R : *Apakah Ibu suka membuat aktifitas tersebut?* (Do you like to create those kinds of activities?)
- T : *Susah mbak. Ya saya mengakui ya mbak ya, kan pengajaran memang gak ada yang sempurna. Yang saya ajarkan ke siswa kan reading writing ya karena yang di teskan dalam ujian. Paling membuat dialogue. Kelompok yang siap praktek di depan.* (It is difficult. I realize, there is no perfect teaching, isn't there? What I teach to my students only focuses on writing and reading because they are tested in the final exam. Mostly, I asked them to make dialogues. The groups who are ready can practice in front of the class.)
- R : *Ada lagi, Bu?* (Any other activity, Mam?)
- T : *Saya rasa itu saja. Ya mungkin mbak bisa membuatkan kegiatan yang bisa membuat anak-anak saya aktif dan berinteraksi.* (I think only that.

Maybe you can create activities which make my students active and interact with each other.

(Appendix 3.3/Interview 2)

The English teacher had difficulties to promote interaction in the teaching and learning process. Through the interview, she stated that she needed teaching and learning kits which facilitated her to conduct activities which promoted interaction in the teaching and learning process.

R : *Apakah Ibu merasa sulit untuk membuat anak-anak berinteraksi dalam proses belajar mengajar?* (Do you have any difficulties to make your students interact in the teaching and learning process?)

T : *Sebenarnya saya selalu berusaha. Saya merencanakan tapi ketika masuk kelas akhirnya tidak sama dengan kemauan anak.* (Actually, I have always tried. I planned the activities but when I came to the class, it was not in line with what the students wanted.)

R : *Apakah dari sekolah sudah menyediakan perangkat belajar mengajar yang sesuai dengan kebutuhan anak-anak dan guru, seperti perangkat belajar mengajar yang bisa membuat anak-anak berinteraksi?* (Are there any teaching and learning facilities that suit the students and the teacher need, like teaching and learning kits which promote interaction?)

T : *Belum ya. Itu kan kreatifnya dari guru.* (They are not available yet. It is about the teacher's creativity.)

R : *Apakah Ibu membutuhkannya?* (Do you need them, Mam?)

T : *Ya, itu akan sangat membantu mbak apalagi itu dapat membuat anak-anak aktif dan berinteraksi.* (Yes. They would be helpful. Moreover, they can make the students active and interact with each other.)

(Appendix 3.3/Interview 2)

Related to the teaching aids, the conclusion that can be drawn based on the interview is that the teacher liked using pictures in the teaching and learning process, but she did not have many references for them. She needed teaching aids which were interesting and easy to use.

R : *Apakah sekolah memberikan media?* (Are there any media from the school?)

- T : *Tidak ya. Itu kreatifnya dari guru.* (No. It is the creativity of the teacher.)
 R : *Jadi apakah Ibu membutuhkan media?* (Do you need the media?)
 T : *Iya sih tetap membutuhkan.* (Yes, I still need them.)
 R : *Media apa ya yang dibutuhkan?* (What media do you need?)
 T : *Yang menarik dan mudah digunakan ya. Gambar sih kalau ada.* (The media which are interesting and easy to use, pictures if available.)

(Appendix 3.3/Interview 2)

Then, talking about the skill. Based on the interview, what the teacher liked to teach was speaking skill. She wanted to train the students' speaking skill.

- R : *Iya, Bu. Skills apa yang ibu ingin ajarkan?* (Yes Mam. What skills do you want to teach?)
 T : *Coba speaking ya mbak. Sekali-kali lah mereka bercakap-cakap ya walaupun hanya dasar saja. Karena selama ini yang saya tekankan reading and writing. Ya saya mengajar semuanya. Tapi lebih ke writing dan reading-nya. Ujian tidak ada speakingnya kan mbak? Hehe...* (Speaking. Because I only stress the reading and the writing. The speaking skill is not tested in the final examination, is it?.)

(Appendix 3.3/Interview 2)

2. The Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta Development

a. Planning

After the needs analysis was conducted, the next step was planning. In the planning section, the target skills, topic and objectives of the kits were defined by considering the result of the need analysis. Based on the need analysis, the topics of materials were selected based on the subject that was relevant and interesting to the students. They are school places, clothes, and things in their school bag. The

materials will focus on the speaking skill. They are aimed at making the students have the opportunities to interact with each other in order to achieve the students' competence stated in the curriculum.

b. The Course Grid

The next step was writing the course grid. The course grid was written based on the standard of competence, basic competences, and the result of the need analysis. It is presented under the heading of unit title, basic of competency, indicators, learning materials, learning activities, teaching activities, input text, media, and time allocation. These aspects are interrelated. The unit titles were written by looking at the topic chosen from the need analysis questionnaire. It is close to the expressions that the students will learn. The standard of competence and the basic competences were taken from 2006 curriculum for the fifth grade students of even semester. The indicators are derived from the points that indicate whether or not the students can accomplish the goal of the lesson that is drawn in the basic of competences. The full course grid can be seen in the first draft of the kits. This course grid was used as the guideline in developing the Teaching and Learning Kits for promoting interaction.

c. The First Draft of the Kits Development

1) Developing the lesson plan, teacher's guide, worksheet, and media

The kits contain teaching and learning tools to support the teacher's success in conducting the teaching and learning activities that promote interaction. They are the course grid, lesson plan, teacher's guide, worksheet, and media. After the course grids had been written, the next step was writing the lesson plans. They derive from the

course grid to direct the teaching and learning activities in the effort to achieve the basic competency. The standard competence, basic competence, indicators, kinds of text, skill, time allocation, learning objective, learning material, technique, source, media, and assessments are clearly written in the lesson plans. There are also series of activities from the presentation stage until the production stage. These allow the teacher to visualize every step of the teaching process in advance. This visualization increases the teacher's success in conducting the teaching and learning which promotes students' interaction.

Then, the teacher's guide was developed. The teacher's guide presents activities and their guide to support the teacher in conducting the teaching and learning activities that promote interaction. Besides that, the teacher's guide also provides information about the procedures to use the materials, media, and worksheets. There are also model expressions used by the teacher and the time duration of each activity. So, with the teacher's guide in hand, the teacher can conduct activities that promote interaction in the teaching and learning process in interesting and effective ways.

The materials in the teacher's guide were developed into three units. The topics of the units match the students' need. In Unit 1, "*Can I Borrow Your Pencil?*", the students learn the expression of asking for things and the responses and learning things in their school bag. The objective of this unit is the students are able to use the expressions of asking for and giving things. In Unit 2, "*Where Is the Library?*", the students learn the expressions of asking for and giving directions as well as learning

the school places. This unit is aimed at making the students able to use the expressions of asking for and giving directions. In the last unit, "*I'm Wearing a White Shirt*", the students learn the expressions of asking for and giving information about what clothes they are wearing. The students also learn clothing items and their colour. The objective of this unit makes the students able to use the expressions of asking for and giving information about what clothes they are wearing.

Each unit focuses on training the students' speaking skill. The activities are chosen based on the result of the need analysis and by adapting activities that promote interaction proposed by some experts. The activities are developed from controlled to free. They are ordered from the Presentation to Production steps (PPP). The activities in the presentation are highly controlled by the teacher. Here, the teacher gives new language before the students can produce it by themselves through songs, pictures, and repetitions of model sentences used. Then, guided activity is the typical activity in the practice stage. They are short role play dialogues and information gap. Through these activities the students have the opportunities to interact with each other. The roles of the teacher as a conductor and facilitator. In the production stage the students are given free activities. The typical activities are games, information gaps, and survey. In these activities the students are set in groups, in pairs, and mingling activities. By these kinds of setting the students have the opportunities to interact to their open or closed in pairs and to their group. The teacher's control is minimum during the activities.

The worksheet is also provided to support the learning activity. The researcher provides the worksheet on a piece of paper containing exercises to be completed by a student. Of course, the activity developed in the worksheet is to make the students have opportunities to interact with each other. The format of the worksheet is fun and colourful so that the students enjoy looking at it. In fact, in the first draft, the researcher developed the worksheet for Unit 2 only. It is for playing information gaps game.

In addition, to facilitate the teaching and learning activities, the media are also provided in these kits. The information on how to use the media is presented in the teacher's guide. The presence of the media is based on the teacher's and the students' need. The teacher needs pictures that are interesting and easy to use, whereas the students need songs and games. Therefore, the media in the kits are in the form of pictures, school map, realia, CD that include songs and pronunciation of some vocabulary used in the materials, quartet cards and flashcards to support game activities. These media also facilitate the teaching and learning in order to make the explanation clearer and more interesting for the students. If the teaching and learning process is more interesting, the students' motivation and attention can be improved.

2) Description of the Teaching and Learning Kits for Promoting Interaction

a) Description of Unit 1

The title of this unit is *Can I Borrow Your Pencil?* In relation to the basic competence for the speaking skill of even semester, the students are expected to be able to ask for and give things. The activities in this unit lead the students to

be able to ask for and give things in their school bag using the expressions of asking for and giving things. Meanwhile, the indicators are students are able to say the names of things in the school bag, to use the expressions of asking for and giving things, and able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.

The key vocabularies in this unit are related to the expressions of asking for and giving things and things in the school bag, such as *Can I borrow your Pencil?*, *Sure here you are*, and *I'm sorry I'm using it*, *a sharpener*, *a pen*, *a pencil*, *a ruler*, *an eraser*, *a correction pen*, *scissors*, *a crayon*. The key structure in this unit is *modal + S + V + determiner+ N*. This formula is intended to express the expression of asking for things.

This unit offers media for facilitating the process of teaching and learning. They are *some things in the school bag*, *CD that include songs and some vocabulary pronunciation*, *pictures of dialogue and sets of games quartet cards*. The uses of *things in the school bag* are important to review their names when presenting the materials. Below are some examples of *things in the school bag* used to present the material.



Figure 3: Things in the school bag

Most of the grade V students in SD Muhammadiyah Bausasran 1 love songs. Therefore, this unit offers CD of songs. There is a song that is appropriate with the material in this unit. The title is *Can I Borrow Your Pencil?*. This song has catchy melody and useful language content. The song lyrics are about the expressions of asking for and giving things. It is very useful to facilitate the teacher to introduce the language expressions. The song is played at the beginning of the lesson. Below is the song lyric.

Allegro 2/4 1=C													
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I		bor-row		your	ru	-ler	your	ru	-ler	your	ru	-ler?
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can	I		bor-row		your	ru	-ler?	Sure.	Here	you	are		
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I		bor-row		your	pencil		your	pencil	your	pencil?		
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can	I		bor-row		your	pencil?	I'm sorry.	I'm	using	it			

Figure 4: The lyric of the Can I Borrow your Pencil song

Pictures of dialogue are used to facilitate the teacher when introducing the expressions. The pictures of dialogue are designed in A4 size paper with pictures of dialogue on them. The dialogues are about the expression of asking for and giving things. The first picture of dialogue shows the situation of asking for things with positive responses and the second picture of dialogue shows the situation of asking for things with negative responses. Below are the figures of the *pictures of dialogue*.



Figure 5: Pictures of the dialogue

In addition, *sets of games quartet cards* are designed to support the students playing quartet cards game. A set of cards consist of 32 cards with pictures of things in the school bag on them. Unlike the usual quartet cards, these cards are designed without words written on them. It is to make the students memorize the names of things in the school bag, not reading their names. The aim of the quartet cards game is to get four cards with the same pictures. The student who has the most quartets of cards at the end of the game wins. Of course, every student in the group should use the expression of asking for and

giving things when he or she gives and asks for a card. Below is the sample series of quartet cards game.

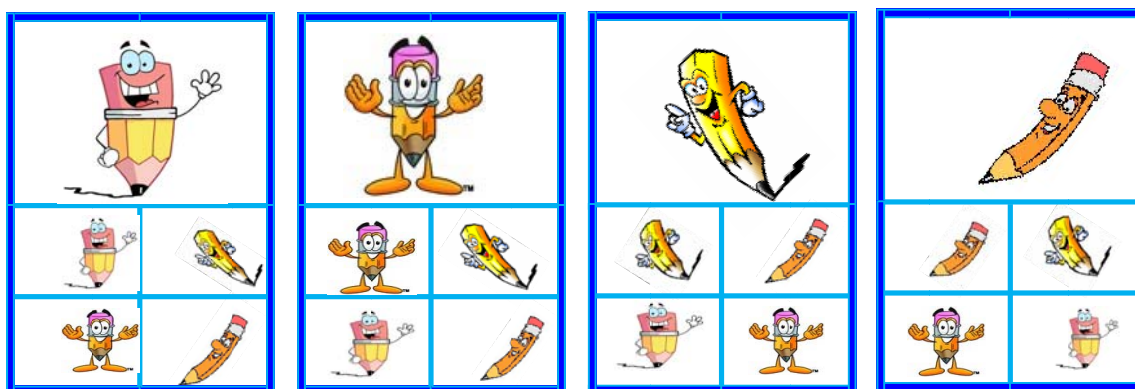


Figure 6: The sample series of quartet cards game

There are many activities offered in this unit. They are divided into three stages. They are presentation, practice and production. In the presentation stage, the students are working with controlled activities. The first activity in the presentation stage is *saying the names of things in the school bag*. Here, the teacher shows some *things in the school bag* and asking the students to say the names. They are a sharpener /ə ʃɑː.pən.ər/, a pen /ə pen/ , a pencil /ə pent .səl/, a ruler /ə ruː.lər/, an eraser /ən ɪˈreɪ.zər /, a correction pen /ə. kɔːrek.ʃən. pen/, scissors /ˈsɪz.ə z/, a crayon / ə krel.Dn/. The teacher may help the students if they have difficulties to say the names.

The next learning activity is *imitating the use of the expressions*. The focus of the activity is introducing the expressions. Firstly, the teacher asks for a thing to a student. The student responds by giving things while expressing the

expression of giving things. There are many expressions used to respond. Here, the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed. If the student has difficulties to say the expression of giving things, the teacher may guide the student to express it. Next, the teacher asks the student to ask for and give things to his/her friend. If the student has difficulties, the teacher can guide the student by imitating the teacher's expression. This activity is done several times. This activity can promote interaction between the teacher to the students and student to another single student.

Then, the students are asked to *observe the dialogue pictures*. The teacher shows the dialogue pictures one by one. She may asks some questions related to the pictures such as; *What do you see?*, *Does he has any pencil?* *What should he do?*, *What should he say*. The teacher and the students can read the dialogue in the pictures. This activity is for introducing the language that is the expression of asking for things with the positive and negative responses.

The next activity is listening to *Can I Borrow Your Pencil?* song. The objectives of the activity are attracting the students' learning interest and introducing the new language expressions through a song. Firstly, the song is played two or three times at the beginning of the lesson. When the students are curious and are picking up the catchy melody, the teacher may lead the students to the next activity. The students are asked to listen to the song and to pay attention to the expressions used by the singer in the song. Then, the students are

asked to repeat them. The teacher corrects the students' pronunciation if they misspell the expression by giving the correct model.

The most enjoyable activity is singing the *Can I Borrow Your Pencil?* song with action. Here, the teacher divides the class into two groups. The first group sing the expression of asking things, while the second group sing the expression of giving things. This activity was conducted several times. By repeating this song, the students will unconsciously master the expressions.

In the practice stage the students are *practicing dialogue of asking for and giving things*. This guided activity is done in pairs. This can promote interaction among students. The first student pretends to be a student who forgets to bring a certain thing in the school bag. Then, the other student is allowed to respond to it by using the positive or the negative responses. The teacher monitors and praises the students' activity. The teacher may ask one or two pairs to practice the dialogue in front of the class and their friends to give comments toward the performance. After that the teacher can give feedback.

The last activity is the most interesting activity. The students are invited to play *quartet card games*. The students are put in groups of four or five. The aim of the game is to make quartet card. The student with the most quartet wins. Of course, each student should use the expressions of asking for and giving things when asking for and giving a card to the other. So, every student in a group has the opportunities to interact with each other in English. This is a fun game

developed based on the students' needs, so the students are able to have fun and more likely to take a risks, make mistakes without having feelings of failure.

b) Description of Unit 2

Where is the Library? is the title of this unit. This unit includes activities which lead the students to be able to ask for and give directions in the school context. The indicators of this topic are students are able to use vocabulary and expressions in giving directions, to say the expressions of asking for and giving directions from the song, and to ask for and give directions to their partner based on the context.

The key vocabularies in this unit are related to the expressions of asking for and giving directions and school places such as *classroom, toilet, field, library, canteen, principal's office, laboratory, excuse me, where, is, turn left, turn right, go straight*, and *it's next to the (canteen)*. The key grammatical structures are *Wh Q + tobe +determiner+ N* and *V + adv*. The formulas are intended to express asking for and giving directions.

This unit is also completed with media that can be used by the teacher to facilitate the teaching in order to make the explanation clearer and more interesting for the students. The media are *pictures of directions, a big school map*, and *a CD of songs*. *Pictures of directions* are designed in A4 size papers with pictures of directions on them, the same as the directions cards. There are three symbols of directions; turn right, turn left, and go straight. These pictures are designed without the words written on them. They are excellent to teach

directions in the presentation stage. The teacher just shows the pictures and asks the students to say the directions. If the students have difficulties, they are able to repeat the correct model given by the teacher. Below is the figure of the pictures of directions.

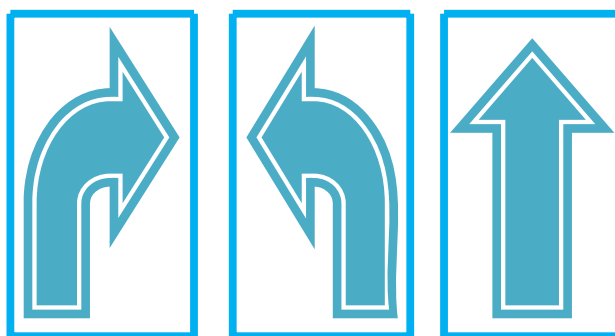


Figure 7: The pictures of directions

Then, a *big school map* is designed for class work. It is produced in A1 size. So the map is large enough for the whole class to see. In addition, the map is completed with *directions cards* in a small size. There are three kinds of directions cards. The first card indicates the road to the right. The second card indicates the road to the left. The last card indicates the road to go straight. Firstly, these small directions cards are stuck on the school map by the students when they are asked to give directions for some places on the school map. Then, the students respond by reading the words written on the direction cards. The map and the directions cards are useful to introduce the expressions of giving directions. In fact, the map is not only used in the presentation stage but also used in the practice stage. In the second stage, the school map is used to practice

dialogue of asking and giving directions by the teacher and the students. In addition, it also used for guessing the name of places on the map. When a student gives the directions, the other students guess the mysterious places. It is an interesting activity for the students. Below are the figures of the direction cards and the school map.

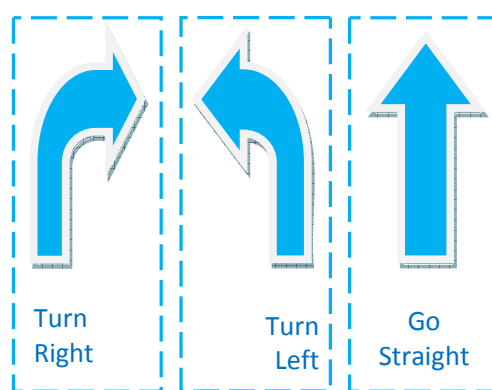


Figure 8: The direction cards

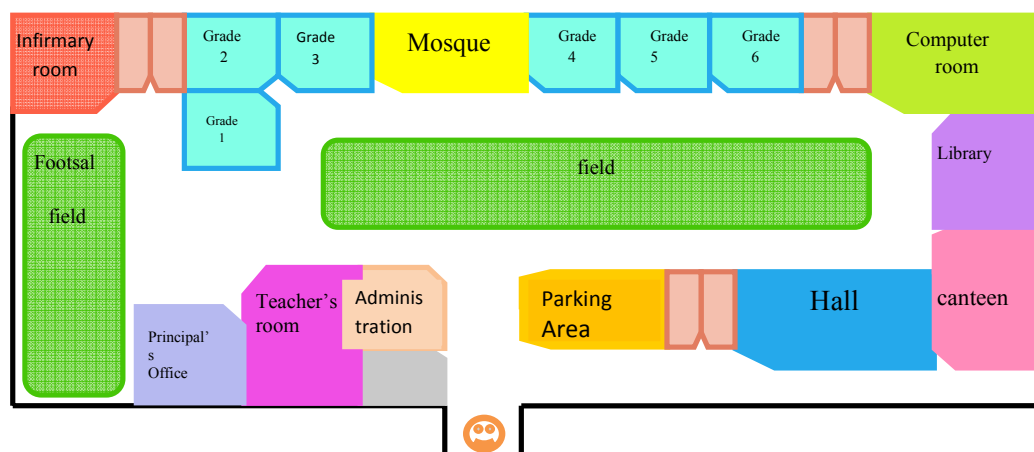


Figure 9: The school map

In addition, to build a fun atmosphere in the English lesson these kits also offer a CD of songs. In the CD there is a song appropriate with this unit. The title

is *Where Is the library?*. As a resource, it is an excellent song to introduce the expressions of asking for and giving directions. It is played in the presentation stage. The students are asked to listen to and answer the song lyric. The students may predict the answers by looking at the school map. Of course, the lyric of the song is related to the designed of the school map. In addition, the song is also played in the singing section. Below is the lyric of *Where Is the Library?* song.

Where's the Library									
Allegro 4/4 C = 1									
1	3	1	3	.	1	3	6	5	0
Ex	cus	me	where's	the	li	bra	ry?		
Go straight and turn right. It's next to the canteen.									
1	3	1	3	.	1		6	5	0
Ex	cus	me	where's	the			can	teen?	
Turn right and go straight. It's next to the hall.									

Figure 10: The lyric of "Where Is the Library?" song

As what has been mentioned before, this unit also offers worksheet. The worksheet is designed for supporting an information gap game. There are two kinds of sheet; sheet A and sheet B. There is a school map on each sheet with different buildings marked on them. In order to complete the information, the students should exchange the information using the expressions of asking for and giving directions. The worksheets can be seen in the kits.

There are many activities offered in Unit 2. The first activity is *saying the directions vocabulary*. The focus of this activity is making the students able to say directions. In this activity, the students are introduced to three directions. They are turn right, turn left, and go straight. The teacher shows the *pictures of directions* one by one. The students are asked to say the names by repeating the correct model given by the teacher. This questioning strategy can promote interaction between the teacher and the students.

The next activity is attracting the students' attention. There is a school map in a big size in front of the class. The students are directed to see the map. They are asked to find a certain place on the map by using the expression of "*Where is the (library)?*". Here, the students' responses may be various. The teacher asks some students to give directions from the school gate in front of the class by sticking the directions cards on the map. Next, the students may answer the teacher by reading the words written on the directions cards until they reach the destination.

The next interesting activity is *listening and responding to Where's the Library? song*. In this activity, what the students do is not only listening but also responding to the song. The song lyric includes the expressions of asking for and giving directions. Here, the students are asked to answer the lyric "Excuse me where's the library?" and "Excuse me where's the canteen?". The students may answer the questions by taking a good look at the *school map*. The answers are

on the map. For checking the answers, the teacher plays the next lyric. The students who are able to give the correct answers get presents.

The next activity is singing *Where is the Library?* song. This would be an enjoyable activity because most of the students in grade V love singing. Firstly, the students are asked to listen to the song and say the expression mentioned in the lyric. The teacher may correct the students' pronunciation by giving them the correct model. Then, the teacher divides the students into two groups. The first group sing the asking for directions lyric and the other group sing the giving directions lyric. This fun activity is repeated several times. It is aimed at making the students remember the expressions more easily so that they will be able to use them.

The next interesting activity is *practicing the dialogue of asking for and giving directions*. This can promote interaction between the teacher and the individual students, a student and the individual student, and a student and the students in a class. Firstly, the teacher asks a student to give the direction to a place on the school map. The student may only give the first section of the directions. Then, the teacher asks the other students to continue the directions until reaching the destination. Then, asks the other student to give whole directions until reaching the destination. After being able to give directions, the teacher asks a student to ask for the directions to his/her friend. Then, his/her friend responds to it. This kind of activity repeated several times. The next enjoying activity is guessing the mysterious places. A student give the directions

to a place then let his or her friends guess the name of destination place based on the map in front of the class. There are rewards for students who give directions in front of the class. And, the students who are successful in guessing the mysterious places get the turn to give the directions in front of the class.

The last activity is also very enjoyable for the students. The students are asked to play *information gaps game*. This game provides the students opportunities to speak to each other in their pairs. The teacher gives the different sheet with different buildings marked on the map for each pair, sheet A and sheet B. This game is to exchange information in order to complete the map. Of course, the students are not allowed to see the other map, so that they have to ask for information to their partner in English.

c) Description of Unit 3

I'm Wearing a White Shirt is the title of the last unit. The activities in this unit lead the students to be able to ask for and give information about what they are wearing. The indicators of speaking competency are that the students are able to say the names of everyday clothing, to use the expressions of asking for and giving information about what they are wearing from the song, and to ask for and give information about what they are wearing based on the context.

There are some key vocabularies and key structures in this unit. The key vocabularies are related to both kinds of clothing items and the expressions of asking for and giving information about what they are wearing such as *what, are, you, I'm, wearing, red pants, a white shirt, a black belt, a yellow cap, blue jeans,*

and green trousers. The key structures are in the form of these formulas: *WH Question + to be + S + Ving*, and *S + to be + Ving + NP*. These formulas are intended to ask and give information about what they are wearing.

This unit is completed with media. The media offered in this unit are *clothing items pictures, clothing items flashcards, and a CD of songs*. There are eight pictures of *clothing items* with pictures of clothes and colour on them. These pictures can be used by the teacher to facilitate the teaching in order to make the explanation clearer and interesting. These pictures are excellent to teach noun phrases. These pictures are designed without the words written on them, so that they can be used both in the presentation and practice activities. In the presentation stage the teacher shows the pictures while giving the model of noun phrase for example: *a yellow t-shirt*. Then, she asks the students to imitate her. In the practice stage the teacher can use them by showing them one by one and asks the students to say or make noun phrases. In fact, this study only uses the *clothing items pictures* in the presentation stage. Below is the sample of *clothing pictures*.



Figure 11: The sample pictures of clothing items.

The clothing items flashcards are designed to support the students in playing *swap clothes* game. There are 12 pairs of cards with the same two small pictures of clothes on them. The same as the previous one, these flashcards are designed without words written on them. These may give the students opportunities to remember the names, not reading. In the swap clothes game, the first students ask for information about what his/her friend is wearing, by using the expression of “*What are you wearing?*.” Then, his/her friend answers the question based on his/her card for example, “*I’m wearing blue jeans and a green jacket.*” and vice versa. If the students have different cards they exchange the cards to one another and move until they get the same cards, and then if they have the same cards they may sit on their chair. The first pairs who get the same cards in the class is the winner of the game. Below is the sample of the clothing items flashcards.



Figure 12: Sample of the clothing items flashcards

In the CD of songs, there is a song that is appropriate with the topic of the unit. The title is *I’m Wearing a White Shirt* song. This song is played in the

beginning of the lesson. It may attract the students' attention to learn English. The lyric of the song is about the expression of asking for and giving information about what the students are wearing. It makes the teacher easier to introduce the expression to the students in the fun atmosphere. Below is the lyric of the song.

I'm Wearing a White Shirt									
Allegro 4/4 do = C									
3	.	2	1	2	3	3	3	0	
What are you wea ring to day?					Wea ring to day wea ring to day.				
3	.	2	1	2	3	3	3	0	
I 'm wea ring a white shirt and a					red hat.				
3	.	2	1	2	3	3	3	0	
What are you wea ring to day?					Wea ring to day wea ring to day.				
3	.	2	1	2	3	3	3	0	
I 'm wea ring a pink dress and a					pair of blue shoes.				

Figure 13: The lyric of the "I'm Wearing a White Shirt" song

There are many activities offered in this unit. They are developed from control to free. The control activities are present in the presentation stage, the guided activity is present in the practice stage, and the free activity is present in the production stage. In the presentation stage, the first activity is *saying the names of clothing items*. The students review about clothing items and their colour through clothing item pictures. The teacher shows the pictures and asks the students to mention both the names and the colour, for example: *a yellow t-*

shirt, blue jeans, etc. It is important for the teacher to give the correct model of the pronunciation if the students have difficulties to pronounce noun phrases.

The second activity in the presentation stage is *asking for and giving information and imitating the use of the expressions*. This activity focuses on introducing the expressions of asking for and giving information about what clothes to wear. Firstly, the teacher asks the students by using the expression of asking for information about what clothes they are wearing; “*What are you wearing?*” The teacher helps the students if they have difficulties in responding to it. Then, the teacher guides the students to ask for and give information to each other about what clothes they are wearing today. This activity is done several times. This activity can promote interaction between the teacher and the students and among the students.

The third activity is *listening to I’m Wearing a White Shirt song*. This song can attract the students’ attention and build fun atmosphere in the class. The teacher asks the students to listen to and imitate the lyric in the song. The teacher may help the students by giving the right model of the pronunciation and asking the students to repeat after her.

After, the students are able to say the expressions in the song, the next activity is singing *I’m Wearing a White Shirt song*. In this activity, the teacher divides the students into two groups. The first group sings the first and third lines of the lyric. Those are about asking for information about what they are wearing. The second group sings the second and fourth lines of the lyric. Those are about

giving information about what they are wearing. This activity is done several times. By repeating this song, the students will unconsciously master the expressions.

In the practice stage the students are asked to do role playing for promoting interaction among students. The students are put into pairs. Each pair gets a *clothing item flashcard*. They practice a short dialogue about what they are wearing. The first student asks for the information about what his/her friend is wearing. Then, the second student gives the answer based on the card. The teacher may ask some pairs to show their performance in front of the class. The other students who are sitting may give comment for the pairs. Of course, there are some gifts for students who perform in front of the class.

In the production stage there is a game activity. The students are invited to play *swap clothes* game. In this game, each student holds a *clothing item flashcard*. Every student in the class should ask for and give information about what their friend is wearing. So, every student has the opportunities to use the language. The first student asks by using the expression of “*What are you wearing?*.” Then, the other will answer based on the cards, for example, “*I’m wearing a white shirt and blue shoes.*” They practice the dialogue in turns. The aim of the game is to find the same cards. Of course, they are not allowed to see their friends’ card. The winner is the first pairs with the same cards. Below is the figure of the game procedure.

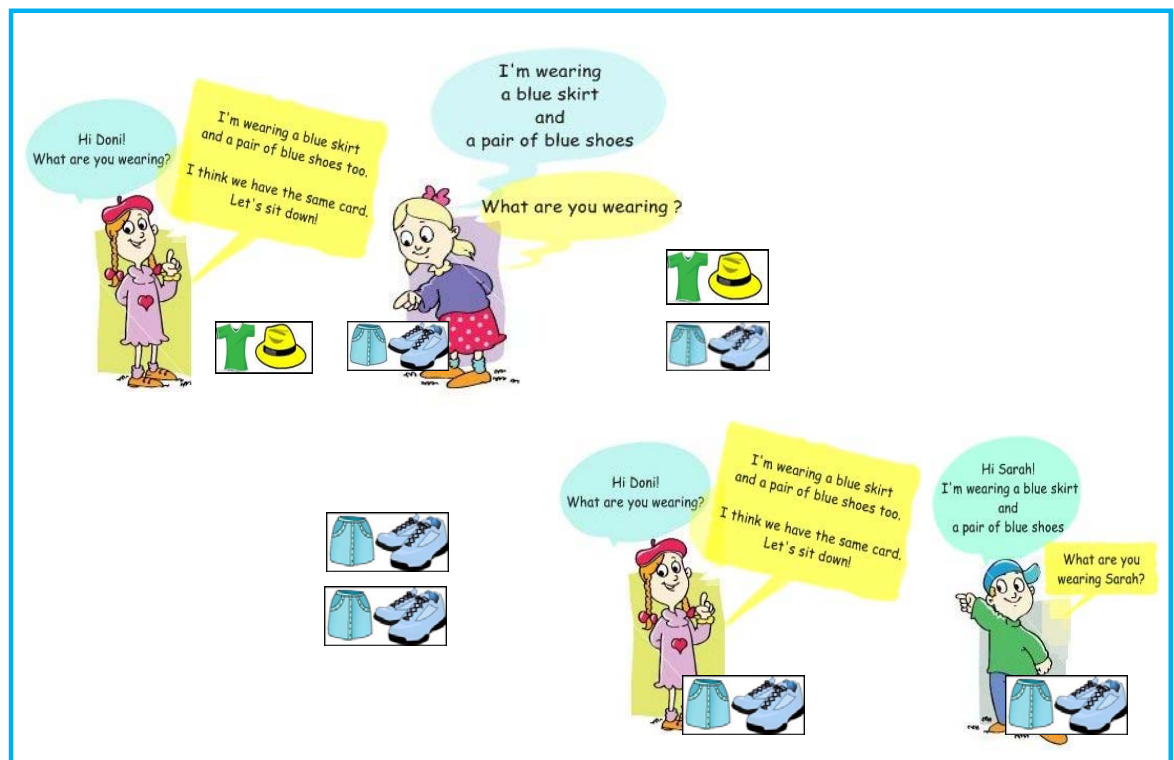


Figure 14: The game procedure

d. Evaluation and Revision of the First Draft of the Teaching and Learning

Kits for Promoting Interaction

1) Evaluation of the First Draft of the Teaching and Learning Kits for Promoting Interaction

Evaluation by the English teachers and lecturers was done after the first draft of the Teaching and Learning Kits for promoting interaction were developed. There were ten English teachers and two lecturers who evaluated the first draft of the kits. They gave comments and suggestions by filling in questionnaires. They also revised

the first draft of Teaching and Learning Kits for promoting interaction. The data of the respondents in the evaluation of the kits are presented in Table 8.

Table 8. The Data of the English Teachers and Lecturers

Group of Respondents: English Teachers and Lecturers					
Sex		Educational Background		Teaching Experience (years)	
Male	Female	UG	PG	2-5	>5
1	11	8	3	1	11

Notes:

UG : University Graduate

PG : Post Graduate

The result of the questionnaires was divided into two types of data. They are quantitative and qualitative data. The quantitative data are from the participants' opinions, while the qualitative ones are from the participants' comments and suggestions on the developed kits.

a) Participants' opinions

The quantitative data were analyzed by using the descriptive statistics. The steps of the data analysis are explained as follows.

1) Changing the categories into numbers by using Likert Scale.

The degrees were categorized in numbers, i.e. 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

2) Defining the Mean.

The total score and the mean of the agreement toward each aspect in the second questionnaire are presented in Table 9 below.

Table 9. The Total Score and the Mean

No	Aspects	Total Score	Mean
1.	Material Aspect	253	21.1
2.	Resource Aspect	203	16.9
3.	Activity Aspect	435	36.2
4.	Teacher's role Aspect	245	20.4
5.	Learners' role Aspect	154	12.8
6.	Course grid Aspect	149	12.4
7.	Lesson plan Aspect	197	16.4
8.	Teacher's guide Aspect	218	18.2
9.	Worksheet Aspect	193	16.1
10.	Media Aspect	220	18.3
11.	Lay out Aspect	147	12.2

3) Defining the Ideal Mean and the Ideal Standard Deviation.

After defining the mean, the researcher defined the Ideal Mean and the Ideal Standard Deviation. The result of the Ideal Mean and the Ideal Standard Deviation are as follows.

Table 10. The Ideal Mean and the Ideal Standard Deviation

Aspects	Number of Statements	Ideal highest score	Ideal lowest score	MI	Sdi
Material	5	25	5	15	5
Resource	4	20	4	12	4
Activity	8	40	8	24	8
Teacher's role	5	25	5	15	5
Learners' role	3	15	3	9	3
Course grid	3	15	3	9	3
Lesson plan	4	20	4	12	4
Teacher's guide	4	20	4	12	4
Worksheet	4	20	4	12	4
Media	4	20	4	12	4
Lay out	3	15	3	9	3

After getting the Ideal Mean and the Ideal Standard Deviation, the next step was to make the classification of the mean based on Table 5 (quantitative to qualitative data conversion) in Chapter III to know the category of the kits. The result is presented in Table 11.

Table 11. Quantitative to Qualitative Data Conversion

Category Aspect	Very Good	Good	Fair	Poor	Very Poor
Material	$\bar{X} > 22.5$	$17.5 < \bar{X} \leq 22.5$	$12.5 < \bar{X} \leq 17.5$	$7.5 < \bar{X} \leq 12.5$	$\bar{X} < 7$
Resources	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$
Activity	$\bar{X} > 36$	$28 < \bar{X} \leq 36$	$20 < \bar{X} \leq 28$	$12 < \bar{X} \leq 28$	$\bar{X} < 12$
Teacher's Role	$\bar{X} > 22.5$	$17.5 < \bar{X} \leq 22.5$	$12.5 < \bar{X} \leq 17.5$	$7.5 < \bar{X} \leq 12.5$	$\bar{X} < 7$
Learners' Role	$\bar{X} > 13.5$	$10.5 < \bar{X} \leq 13.5$	$7.5 < \bar{X} \leq 10.5$	$4.5 < \bar{X} \leq 7.5$	$\bar{X} < 4.5$
Course Grid	$\bar{X} > 13.5$	$10.5 < \bar{X} \leq 13.5$	$7.5 < \bar{X} \leq 10.5$	$4.5 < \bar{X} \leq 7.5$	$\bar{X} < 4.5$
Lesson Plan	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$
Teacher's Guide	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$
Worksheet	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$
Media	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$
Lay Out	$\bar{X} > 13.5$	$10.5 < \bar{X} \leq 13.5$	$7.5 < \bar{X} \leq 10.5$	$4.5 < \bar{X} \leq 7.5$	$\bar{X} < 4.5$

According to the table above, the Teaching and Learning Kits for promoting interaction could be categorized into very good, good, fair, poor or very poor. The material aspect in the Teaching and Learning Kits for promoting interaction could be categorized into the very good category if the mean is more

than 22.5, while it could be categorized into the good category if the mean is more than 17.5 and less than 22.5. The resource aspect could be categorized into very good if the mean is more than 18 and good if the mean is more than 14 and less than 18. The activity aspect could be categorized into very good if the mean is more than 36 and good if the mean is more than 28 and less than 36. The teacher role aspect could be categorized into very good if the mean is more than 22.5, while it could be categorized into the good category if the mean is more than 17.5 and less than 22.5. Then, the learners' role, the course grid, and the layout aspects belong to the very good category if the mean is more than 13.5, and belongs to the good category if the mean is more than 10.5 and less than 13.5. The last, the lesson plan, the teacher's guide, the worksheet, and the media aspects could be categorized into very good if the mean is more than 18 and could be categorized into good if the mean is more than 14 and less than 18. The category of each aspect in the Teaching and Learning Kits for promoting interaction based on the second questionnaire is shown in Table 12.

Table 12. The Category of Each Aspect in the Teaching and Learning Kits for Promoting Interaction Based on the Second Questionnaire

Aspects	Mean	Category
Material	21.1	Good
Resource	16.9	Good
Activity	36.2	Very Good
Teacher's role	20.4	Good
Learners' role	12.8	Good
Course grid	12.4	Good
Lesson plan	16.4	Good
Teacher's guide	18.2	Very Good
Worksheet	16.1	Good
Media	18.3	Very Good
Lay out	12.2	Good

Based on Table 12, the material aspect is categorized into good because the mean is more than 17.5 and less than 22.5. Then, the resource, the lesson plan, and the worksheet aspects are categorized into good because the mean is more than 14 and less than 18, while the activity aspect is categorized into very good. It is because the mean is more than 36. Next, the teacher role aspect is categorized into good because the mean is more than 17.5 and less than 22.5. The learner role and the course grid aspects are categorized into good because the means are more than 10.5 and less than 13.5. The teacher's guide and the media aspects belong to the very good because the mean is more than 18. Later, the lay out aspects is categorized into good because the mean is more than 10.5 and less than 13.5. Therefore, since the result of the computation data shows that all aspects are good and very good, the Teaching and Learning Kits for promoting

interaction are ready to be implemented at the fifth grade of SD Muhammadiyah Bausasran 1 Yogyakarta.

b) Participants' comments and suggestions

Not only giving opinions, the participants also gave their comments and suggestions about the developed kits. Their comments are about the developed on the Teaching and Learning Kits for promoting interaction in general, weaknesses of the Teaching and Learning Kits for promoting interaction, and suggestions to improve the developed Teaching and Learning Kits for promoting interaction. The brief explanations of the comments and suggestions are as follows.

1) Unit 1

- (a) There should be more input language expression completed with the song to introduce it in order to enrich the students' language.
- (b) The expression of gratitude like *thank you* should be added in the input of language expression. It is aimed at making the students have a good manner. The students need to thank their friends who have given a thing in the school bag for them.
- (c) In the media, the quality of the second picture dialogue is very poor. It is not clear enough for the whole class to see. The image should be changed by finding out an other image that requires high pixels to achieve a quality image when it is enlarged. In addition, thanking speech bubble should be inserted.

- (d) In the media, the boys' positions in the first dialogue picture are reverse. Their position should be changed. The boy who says "*Can I borrow your pencil?*" should be on the left side of the dialogue picture, whereas the boy who says "*I'm sorry I'm using it*" should be on the right side of the dialogue picture.

2) Unit 2

- (a) In the media, the big school map is not interesting for the students. It is only designed with words without illustration on each building. There should be illustrations on each building to make the students interested in the map.
- (b) The school map on the worksheet is too complex and confusing. The map should be simpler and easier for the students.

3) Unit 3

- (a) The input language expression of "*What are you wearing today?*" should be changed with the other language expression which is more relevant. The students can see by themselves what their friends are wearing today without asking the questions.
- (b) The language expression in the song lyric should be changed also with the more relevant language expressions.
- (c) There should be more game added to make the students more interested in Unit 3.

- (d) In the clothing items pictures, the style of the clothing items should be more decent, especially for the dress. It is better if the students are given the new word of veil. In addition, the quality of some clothing items pictures is poor. They should be changed.
- (e) The activity of *listening to a song* could be added by asking the students to guess which pictures illustrate the lyric of the song.
- (f) The indecent style and uninteresting of clothing items flashcards should be changed to be more decent and interesting.

2) Revision of the first draft of the Teaching and Learning Kits for Promoting Interaction

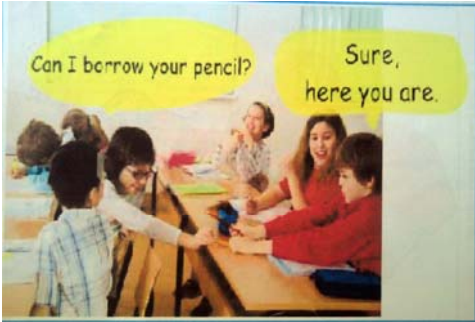
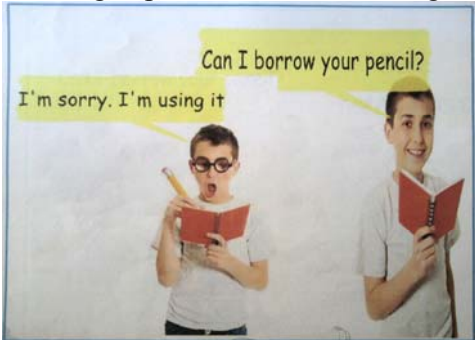
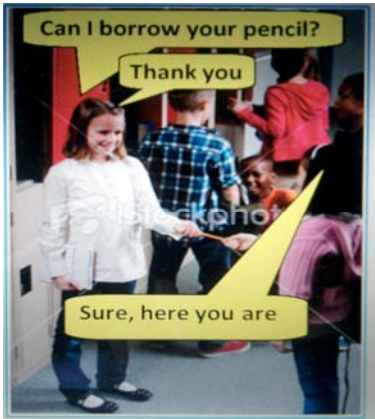
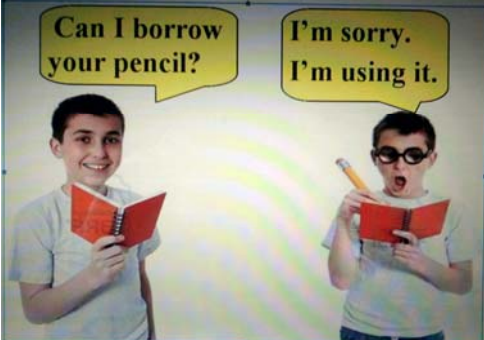
The revisions of the Teaching and Learning Kits for Promoting Interaction are presented in Table 13.

Table 13. Revisions of the Teaching and Learning Kits for Promoting Interaction

Part	Comments / Suggestions	Action Taken
Unit 1	<p>➤ There should be more input language expressions completed the song to introduce them.</p> <p>A : “Can I borrow your ruler?”</p> <p>B : “Sure, here you are.”</p>	<p>➤ The input language expression has been added to complete the song.</p> <p>A : “Can I borrow your ruler?”</p> <p>B : “Sure, here you are.”</p> <p>C : “Can I have a pen”</p> <p>D : “Sure, here’s a pen.”</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Can I Have a Pen?</p> <p>Can I can I can I have a pen? Sure sure sure here’s a pen.</p> <p>Can I can I can I have a book? Sure sure sure here’s a book.</p> </div>

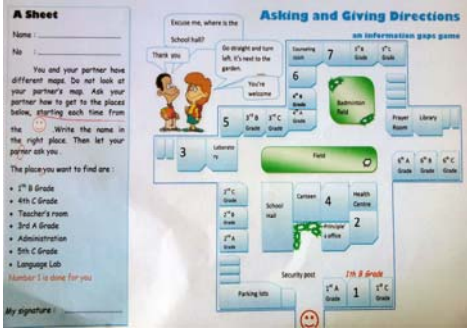

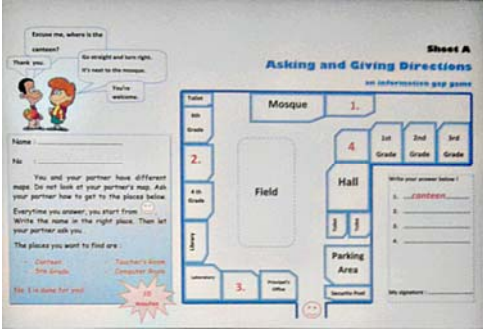

(continued)

(continued)

Part	Comments / Suggestions	Action Taken
Unit 1	<p>➤ The expression of gratitude should be added in the input of language expression.</p> <p>A : "Can I borrow your ruler?" B : "Sure, here you are." C : "Can I have a ruler" D : "Sure, here's a ruler."</p> <p>➤ The second dialogue picture should be changed by finding out the other picture that requires high pixels to achieve a quality image. Then, thanking speech bubble should be inserted.</p>  <p>➤ The boys' positions in the first dialogue picture should be changed.</p> 	<p>➤ The expression of gratitude has been added to the input of the language expression.</p> <p>A : "Can I borrow your ruler?" B : "Sure, here you are." A : "Thank you." C : "Can I have a ruler?" D : "Sure, here's a ruler." C : "Thank you."</p> <p>➤ The second dialogue picture has been changed by finding out the other picture that requires high pixels to achieve a quality image. Then, thanking speech bubble has been inserted.</p>  <p>➤ The boys' positions in the first dialogue picture have been changed.</p> 


(continued)

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Part	Comments / Suggestions	Action Taken
Unit 2	<p>➤ The map on the worksheet should be simpler and easier for the students.</p>  <p>➤ There should be illustration on each building to make the students interest to the map.</p> 	<p>➤ The map on the worksheet has been changed to the simpler and easier.</p>  <p>➤ The illustration on each building has been added on the map.</p> 
Unit 3	<p>➤ The language expression of “What are you wearing today?” should be changed by the other language expression which is more relevant. A : “What are you wearing today?” B : “I’m wearing red trousers and a white shirt.”</p>	<p>➤ The language expression of “What are you wearing today?” has been changed. A : “What do you like to wear?” B : “I like to wear red trousers and a white shirt.”</p>


(continued)

(continued)

Part	Comments / Suggestions	Action Taken
Unit 3	<p>➤ The language expression in the song lyric should also be changed with the more relevant language expression.</p> <p>I'm Wearing a White Shirt</p> <p>Allegro 4/4 do = C</p> <p>3 . 2 1 2 3 3 3 0 2 2 2 0 3 5 5 0</p> <p>What are you wea ring to day? Wea ring to day wea ring to day.</p> <p>3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 1 . 0 0</p> <p>I 'm wearing a white shirt and a red hat.</p> <p>3 . 2 1 2 3 3 3 0 2 2 2 0 3 5 5 0</p> <p>What are you wea ring to day Wea ring to day wea ring to day.</p> <p>3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 1 . 0 0</p> <p>I 'm wearing a pink dress and a pair of blue shoes.</p> <p>➤ The activity of <i>listening to a song</i> should be added by asking the students to guess which pictures illustrate the lyric of the song.</p>	<p>➤ The language expression in the song lyric has been changed.</p> <p>I Like to Wear a White Shirt</p> <p>Allegro 4/4 do = C</p> <p>3 . 2 1 2 3 3 3 0 2 2 2 0 3 5 5 0</p> <p>What do you like to wear? like to wear like to wear.</p> <p>3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 1 . 0 0</p> <p>I like to wear red trousers and a white shirt.</p> <p>3 . 2 1 2 3 3 3 0 2 2 2 0 3 5 5 0</p> <p>What do you like to wear? like to wear like to wear.</p> <p>3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 1 . 0 0</p> <p>I like to wear a pink dress and a blue veil.</p> <p>➤ Pictures for illustrating the lyric of the song has been added. The activity is asking the students to guess which pictures illustrate the lyric of the song.</p> <div data-bbox="959 1274 1465 1615">  </div>

(continued)

(continued)

Part	Comments / Suggestions	Action Taken
Unit 3	<p>➤ There should be more games added to make the students more interested in Unit 3.</p> <p>➤ In the clothing items pictures, the style of the clothing items should be more decent. Then, the new word of veil should be added. In addition, some clothing items pictures should be changed because the quality is poor.</p> 	<p>➤ Survey game has been added in Unit 3 completed with survey sheets.</p>  <p>➤ The style of the clothing items is more decent, especially for the dress. Then the new word of veil has been added. In addition, some clothing items pictures have been changed.</p> 

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Part	Comments / Suggestions	Action Taken
Unit 3	<p>➤ The indecent style and uninteresting of clothing items flashcards should also be changed to be more decent style and interesting.</p> 	<p>➤ The indecent style and uninteresting of clothing items flashcards has been changed.</p> 

e. Trying Out of the Teaching and Learning Kits for Promoting Interaction

The Teaching and Learning Kits for promoting interaction were implemented from 19 March to 2 April, 2012 at grade V of SD Muhammadiyah Bausasran 1 Yogyakarta.

1) Unit 1

The implementation of Unit 1 about asking for and giving things in the school bag was held on Monday, 19 March, 2012. There were 23 students in the class. The implementation began from 11.00 to 12.10. The English teacher used Teaching and Learning Kits for promoting interaction, while the researcher and the co researcher observed the teaching and learning process.

After opening the class by greeting the students, the teacher took a pencil case and some others things in the school bag. The teacher took and showed them one by one to the students. She asked them to say their names. The goal of the activity was reviewing the names of things in the school bag. In the implementation, the students could say their names actively, but they found it difficult to find out the term of correction pen and scissors. This is supported by the quotation of the field note below.

“Ok, everybody looks at here!” said the teacher. The teacher took a green pencil case. She took a sharpener from it, then said “Now, what is this?”. Some students answered “Sharpener!” The teacher took a pencil. Immediately, the students said, “Pencil!!” The teacher took a ruler. “Ruler!” the students said immediately.

.....
The teacher took a correction pen. Immediately, the students said, “Type ex”.

.....
The teacher took scissors, then said “What is this?”. “Cutting”, said a student. “Cut”, said the other.

(Appendix 1.3, Field Note 1)

Next, the students were invited to imitate the use of the expressions. This was an effective way to introduce the expressions of asking for and giving things and promote interaction between the students and the teacher and among the students. The

teacher gave the correct model of how to respond to the expression of asking for or giving something. It is supported by the quotation below.

“Fitri, asked a pen to Astuti”, asked the teacher. “mmm, can I”, said Fitri. “Can I borrow you pen, Astuti”. “Ayo ikutin”, said the teacher. “Can I borrow your pen, Astuti”, said the student. “Yes”, said Astuti while giving a pen. “Sure, here you are”, said the teacher. “Sure, here you are”, said Astuti. “Say thank you, Fitri”, asked the teacher. “Thank you”, said Fitri.

(Appendix 1.3, Field Note 1)

There was a spontaneous language performance from the students. It happened when the teacher would introduce the expression of asking for and giving things. However, the teacher kept the process flowing smoothly. It is supported by the quotation below.

“Umar, can I borrow your pen?,” asked the teacher to a student in the back of the class. “What?,” said the student. “Heh, kae lo bolpenmu disilih,” said a student beside him. Then, the student gave a pen to the teacher without saying anything. Next, the teacher asked a pen to the other student, “Can I borrow your pen, Dimas?”. “Yes, Miss. No problem!,” said the student while giving the pen.

(Appendix 1.3, Field Note 1)

After that, the teacher asked the students to read the dialogue in the pictures. It was given feedback in the previous activity and given clear explanation of the use of the expression. This is supported by the quotation below.

The teacher said, “Look at this picture, let’s read the expression!,”

.....
Then, she asked “Apa bedanya gambar yang tadi dengan yang sekarang?”. “Kata-katanya, Miss”, said a student. “Kata-katanya gimana?”, asked the teacher. “Yang satu minjem tapi yang satu gak minjem”, said a student. “Ya pinter, kalau minjem bilang gimana?”, asked the teacher. The students answered, “Sure, here you are”. “Tapi kalau lagi dipakai, bagaimana responnya?”, asked the teacher again. “I’m sorry I’m using it”, answered the students.

(Appendix 1.3, Field Note 1)

Then, the teacher invited the students to listen to “*Can I Borrow Your Pencil?*” song. The lyric was about the expressions of asking for and giving things. The teacher was expected to lead the students to respond to the expression in the song. In fact, the teacher only asked the students to listen to and repeat the lyric. This is supported by the quotation below.

“Let’s listening to a song, ok? Kalian dengarkan dan ikuti liriknya, ya?”. “Apa liriknya?”, asked the teacher. “Can I borrow your ruler”, said some students. “Yuk dengarkan selanjutnya”, said the teacher. “I’m sorry. I’m using it, Miss!”, said the students.

(Appendix 1.3, Field Note 1)

The students enjoyed the song. The students became cheerful when they were listening together. This is supported by the quotation below.

The song was played and the students listened. There are two students hit the table and some students smiled when the song was played.

(Appendix 1.3, Field Note 1)

The teacher continued the class by dividing the class into two groups. The first group sang the asking for a thing lyric, whereas the second group sang the expression of giving thing lyric. All students had to sing the song with action. They liked doing this and wanted to do it more.

The teacher continued the lesson by dividing the class into two groups. She said, “Yang kelompok ini nyanyi bagian asking expression. Gimana asking expression?”. “Can I borrow your ruler”, answered a student. “Good. Nah yang sebelah sini nyanyi giving expression, gimana ekspresinya kalau mau ngasih barang?”, asked the teacher. “Sure sure sure sure”, answered a student. Then, some students laughed. “Sure, here you are, Miss!” said a student.

*.....
“Gimana? Bagus gak lagunya”, asked the teacher. “Bagus. lagi Miss!”, said a student. Then, they sang again in several times.*

(Appendix 1.3, Field Note 1)

The next activity for the students was a role play in pairs which made them become students who were asking for and giving a thing. They had to act it out. This activity gave the students opportunities to use the language to interact with each other. This is supported by the quotation below.

Then, the teacher invited the students to practice a dialogue of asking and giving a thing in the bag. The teacher managed the students in pairs. Firstly, the teacher gave an example to the students. Some students nodded their head. Then, they practiced the dialogue. The class began busy. The teacher went around the class.

(Appendix 1.3, Field Note 1)

In fact, the students were enthusiastic to practice the dialogue in front of the class. They raised their hands when the teacher asked some of them to practice the dialogue in front of the class. This is supported by the quotation below.

Then, the teacher asked some pairs to practice the dialogue in front of the class. "Sapa yang mau praktek ke depan?". "Bu, saya bu!," said some students while rise their hands. The teacher asked two pairs of them to practice the dialogue.

(Appendix 1.3, Field Note 1)

Finally, the last activity they did was playing quartet card game. This was a free activity. They were enthusiastic when their teacher invited them to play the game. This is supported by the quotation below.

Then, the teacher invited the students to play a quartet card game. Some students smile and said "Yes!". The teacher said, "Who want to play a game, hayo siapa yang pengen main game?". "Me, Miss!" said a student in the class. "I am!", said the other student. "Sayaa!", said some students.

(Appendix 1.3, Field Note 1)

The class was really lively. Each student got opportunities to use the language. They interacted with each other. Although some students made some pronunciation mistakes, they kept talking with others. This is supported by the quotation below.

Then, the students began to play the game with their own groups. The class began busy. The class was really lively. Each student had opportunities to use the language. Some students talked loudly but some of them talked slowly. The students who made the most quartets in the group were laughed and said “Yes! Menang.”

(Appendix 1.3, Field Note 1)

They liked doing the game. Even when the bell had rung, they wanted to do it more. This is supported by the quotation below.

The Bell rang. Then, the teacher said, “Time is up! Who win the game?, Siapa yang menang?”. Some students answered, “Saya bu!”, “Saya jadi 3 kartu bu!”, “Miss, Febby curang Miss!”, “Bu, main lagi bu!”, “Walah lagi arep ngocok kartu meneh wis di stop”. “Lagi?”, asked the teacher. “Iya, Bu”, answered the students. “Tapi ini sudah bell”, said the teacher. “Sekali lagi bu”, said a student. “Ya, bu sekali lagi”, said some students. Then, the teacher fulfilled what the students requested.

(Appendix 1.3, Field Note 1)

Before closing the class, the teacher summarized what the students had learnt that day. The teacher also asked whether they liked the activities or not. This is supported by the quotation below.

The teacher asked the students, “Seneng gak?”. “Seneng, Bu!”, answered some students. Then, the teacher gave questions to the students, “Jadi kalau kita mau pinjam barang bilangnye bagaimana?”. “Can I borrow your ... ?”, some students answered. “Trus jawabnye gimana?”, asked the teacher. “Sure, here you are”, the students answered slowly.

(Appendix 1.3, Field Note 1)

2) Unit 2

The next implementation was about *asking for and giving directions*. It was held on Monday, 26 March, 2012. As the previous day, the class was started at 11.00 and ended at 12.10. On that day, seven students were absent. They were very tired

because they spent their Sunday with outdoor school activities. This is supported by the quotation below.

“Who are absent today?,” asked the teacher. “Banyak bu”, answered some students. Then, they mentioned their names one by one. They were seven students. “Pergi kemana mereka?,” asked the teacher. “Lu’lu sakit bu. Kalo yang lain capek bu, acara kemarin Minggu”, answered a student.

(Appendix 1.3, Field Note 2)

Then, the teacher introduced the directions. She took and showed some A4 size papers with directions drawn on them. Then, the interaction between the teacher and the students began. She asked to the students to mention what pictures they were one by one. This is supported by the quotation below.

Next, the teacher took a picture and showed it to the students, “Ok. Kira-kira ini gambar apa menurut kamu?”. “Panah!”, “Arah!”, the students answered loudly.

.....
“How about this?, mengkok kemana ini?”, said the teacher showed the other picture. “Kanan”, the students answered. “Kanan bahasa Inggrisnya apa?”, asked the teacher. “Right”, the students answered loudly. Then the teacher said “Turn right”. It was followed by the students several times.

(Appendix 1.3, Field Note 2)

After introducing the directions, the teacher put a big school map in front of the class. She asked the students to mention the places on the map one by one. The teacher corrected their pronunciation. This is supported by the quotation below.

Then, the teacher prepared the big school map. The teacher mentioned the names of places on the map one by one together with the students. Here, the teacher corrected their pronunciation when they were reading.

(Appendix 1.3, Field Note 2)

Next, the teacher asked some students to give directions to go to some places on the map. The students were able to give directions haltingly. This is supported by the quotation below.

“Nah sekarang bu guru nanya, where is the library?”. “Go straight ... mmm”, a student answered. “Ok. Go straight, Good. Then..., Ok. Rofi yo lanjutin!”, said the teacher. Here, the students struggled to answer the questions, “Turn right!”, they said. “Turn ...”, said the teacher. “Left!”, the students continued. “Ok. Next to. Pakai Next to ya. Next to ... Next to the computer ...”, said the teacher. “Room!”, the students continued.

(Appendix 1.3, Field Note 2)

Later, the teacher asked some students to stick the direction cards on the map. This activity was aimed at making the students give the directions more easily. This is supported by the quotation below.

Next, the teacher asked a student to give directions by sticking the direction cards on the map in front of the class. “Fikri, where is fourth grade?”. Then, he answered and stucked the directions cards on the map. The teacher guided him until reach the destination. Then, the teacher asked the students who were sitting to answer the questions together.

(Appendix 1.3, Field Note 2)

In the next activity, the teacher invited the students to listen to a new song entitled “Where’s the library?”. The students were asked to mention the places in the lyric. Then, they showed their directions on the map. The students were enthusiastic. They raised their hands when they were able to answer. This is supported by the quotation below.

Some students raised their hands. The teacher appointed one of them, “Ok, what’s your answer?”. The student answered, “Library”. Next, the teacher asked him to show the location of the place on the map and asked its directions from the gate. To check the answer the song was played once again. Then, he got a present for the correct answer.

(Appendix 1.3, Field Note 2)

The lesson was continued by singing the “*Where’s the library?*” song. The students were divided into two groups. They had to sing different parts of lyric. In fact, they were asked to sing together with the same part of lyric. This is supported by the quotation below.

The next activity was singing the song. The students had already known the lyric by the previous activity. They sang the song together in several times.

(Appendix 1.3, Field Note 2)

The teacher led the students to practice the dialogue of asking for and giving directions. The teacher asked for directions to some places on the map. Then, the students were called up to give their directions. The students had no difficulties doing this activity. This is supported by the quotation below.

She asked the students to look at the map. She called up the student, “Umar, are you ready?, Where is the teacher’s room?”. Then Umar showed its directions in front of the class. “Good! Very Good, give applause for Umar”, said the teacher.

(Appendix 1.3, Field Note 2)

Next, the teacher only gave the directions. The students were asked to guess the destination place. They were enthusiastic to answer. This is supported by the quotation below.

Next, the teacher gave the directions to the students. They were asked to mention where the directions ended. The students raised their hands. They struggled to give the name of place.

(Appendix 1.3, Field Note 2)

Then, the teacher asked some students to give directions to their friends in front of the class. The other students guessed the destination. They were enthusiastic to do this activity. The students who knew the answers were raise their hands. After giving

the destination, they gave directions to their friends. This is successful to make the students interact. This is supported by the quotation below.

They gave the directions to their friends. Then, their friends guessed the place. Who gave the correct answer get a present then gave the directions to their friends in front of the class.

(Appendix 1.3, Field Note 2)

The last activity was very enjoyable for the students. They played an information gap game. They had opportunities to use the language to interact with each other. They exchanged information for completing their map on their worksheet. This is supported by the quotation below.

Every student in the class had opportunities to use the language. The class became busy. "Where's the fifth grade?", asked a student. "Go straight. Turn left. Go straight. It's next to the fourth grade", answered the students. The teacher monitored the class. "Bu, udah bu!", said a student in the class. His sheet had already full with the answer.

(Appendix 1.3, Field Note 2)

3) Unit 3

That day was the last implementation of the materials at SD Muhammadiyah Bausasran 1 Yogyakarta. The topic was asking for and giving information about what they liked to wear. It was held on Monday, 2 April, 2012. Greeting the students had become the classroom routine in starting the class. The teacher started the lesson by inviting the students to mention their favourite clothes. The class became busy with various answers. This is supported by the quotation below.

Ayo sebutkan macam-macam pakaian favorit kalian!", said the teacher. The students responded by mentioning them one by one. The class became noise. Their answers were various. "Jeans, jacket", said a student.

(Appendix 1.3, Field Note 3)

They were also asked to mention what their favourite clothes were when they went to certain places, like mall, school, party. They were very enthusiastic to give the answers. This questioning strategy was successful to promote interaction between the teacher and the students. When one of them was being asked, the other also gave the answers. This is supported by the quotation below.

“Ok, Febby, kalo pergi ke mall, sukanya pakai apa?”, asked the teacher. The class became noise with the students’ answers. “Kerudung”, “Topi”, “Kacamata”, “Jeans”, “Sepatu”, they mentioned them one by one. “Kalau kalian pergi ke pesta, pakai apa aja?, the teacher asked. “Kado bu!”, “Gaun”, “Sepatu”, they mentioned them one by one.

(Appendix 1.3, Field Note 3)

The lesson continued by teaching noun phrases on clothes. The teacher used *pictures of clothing items* when she was teaching. The teacher showed them one by one to the students. She guided the students to make noun phrases easily. The students had no difficulties. Most of them were able to say the clothing items and their colour by using such media. However, sometimes the teacher and the students forgot to put the determiner. This is supported by the quotation below.

Then, the teacher took some pictures of clothing items. She showed the pictures in front of the class one by one. “Ok. Eka. Everybody look here!. What colour is it? And what is it?”, the teacher asked. “Blue!.... blue...blue!”, answered the students. “Shirt....shirt...shirt!”, answered the students together. “Blue shirt! A blue shirt...”, said the teacher. “A blue shirt”, followed the students. The teacher took the others pictures. The students were able to mention the clothing items and their colour. “Pink skirt, red veil, blue jeans, red jacket, green dress, yellow t-shirt”, said the students and the teacher together.

(Appendix 1.3, Field Note 3)

In the next activity, the teacher introduced the expression of asking for and giving information about what they liked to wear. The teacher gave the example of

how to use it by asking the students directly. The students answered easily. They also were invited to ask what their friends liked to wear by imitating her expression. This was effective to teach the expression. Almost the students had the opportunities to use the language. At first, they used the expression haltingly. Furthermore, they were able to use the expression without guidance. This is supported by the quotation below.

“Right, Rahma what do you like to wear when you go to the mall”, asked the teacher. “Mmm...Blue jeans and mmm...pink t-shirt”, the student answered. “Ok Rahma, Now ask Astuti what do you like to wear?”, the teacher guided. “Ha...Gimana bu?”, said the students while laughing. “Repeat after me, What do you like to wear Astuti?”, asked the teacher. “What...do...you like...to wear?”, asked the student to her friend. “Mmm... Blue shirt”, her friend responded. This activity continued until almost students in the class get the turn. Some of them were able to use the expression without guidance.

(Appendix 1.3, Field Note 3)

Next, the teacher invited the students to listen to a new song entitled “*I Like to Wear a White Shirt*”. The students became cheerful when they were asked to listen to it. The students responded to the song by mentioning the clothing items in the lyric. Then, they chose a picture which figured out the lyric they had heard. This is supported by the quotation below.

The teacher invited the students to listen a song. Some students smiled and said yes when they were asked to listen it.

.....
The song was played and stopped after the singer mentioned the clothes. The students answered “Red trousers!”, “Trousers!”, “White shirt!”.
.....

Then, the teacher showed the pictures of song. The students were asked to choose the picture which was figure out the first lyric of the song. “Yang kanan!”, “Yang baju putih”, the students answered.

(Appendix 1.3, Field Note 3)

Then, the teacher invited the students to sing “*I Like to Wear a White Shirt*” song. The purpose was to make students able to pronounce the expression. Some students were confused. They had difficulties to follow the music. It was because the teachers missed the rhythm when she was teaching the song. Nevertheless, students enjoyed the singing very much. This is supported from the quotation below.

Next, the teacher invited the students to sing the song. The song was played. There were students hit the table followed the song. Then, the teacher began to sing. The students followed the teacher. Some students hesitated to continue singing. Their singing rhythm was different to the music. But, the teacher kept singing. The students were asked to sing and followed her.

(Appendix 1.3, Field Note 3)

The teacher led the students to practice the dialogue of asking for and giving information about what they liked to wear. They did it in pairs. Their dialogue was based on the clothing items flashcards. There were two pairs who had difficulties to find out the English terms of certain clothes. The teacher helped them. This is supported by the quotation below.

The students began to do role play. There were two pairs who called their teacher. They asked the names of clothes on their cards in English. The teacher went around the class and helped the students if they had difficulties.

(Appendix 1.3, Field Note 3)

Then, the teacher asked the students to practice the dialogue in front of the class. The students were enthusiastic. Some of them rised their hands. The teacher only asked two pairs of them. This is supported by the quotation below.

Then, the teacher asked the students to practice the dialogue in front of the class, “Ayo siapa yang mau praktek di depan kelas?”. “Saya bu”, said some students. The teacher asked two pairs of them.

(Appendix 1.3, Field Note 3)

The next activity which promoted interaction was playing a *swap clothes* game. The teacher started the game after telling the rules of the game and distributing the flashcards. The students liked the game very much. They wanted to do it more. This is supported by the quotation below.

The class became busy. Every student asked and gave information what they had in the card. There were students who struggle to win the game. After getting the winner, the students asked to play the game once more time. Finally, the teacher fulfilled what the students requested.

(Appendix 1.3, Field Note 3)

The last, the teacher invited the students to play another game. It was a survey game. Every student got a survey sheet. Every student got opportunities to use the language. They asked for and gave information about what clothes they liked to wear in the survey sheet. The teacher went around the class and gave her help where needed. This is supported by the quotation below.

Every student got a sheet. The students began to play the game. They asked to their friends, "What do you like to wear?". The students gave the answers by looking at the survey sheet. They described what they like to wear based on their choice in the survey sheet. The teacher went around the class giving help where needed.

(Appendix 1.3, Field Note 3)

f. Evaluation of the Second Draft of the Teaching and Learning Kits for Promoting Interaction

The evaluation was done after the second draft of the Teaching and Learning Kits for promoting interaction was implemented. It was done through conducting observations and interviews, and filling in the questionnaires. The observations were

conducted during the teaching and learning processes. The questionnaires were filled in by the students after the teaching and learning process using the kits. The interviews and questionnaires were aimed at knowing the teachers' and students' comments and feedbacks on the developed Teaching and Learning Kits for promoting interaction after implementation. The implementations were done in three days. Therefore, there were three questionnaires, the questionnaires for Unit 1, Can I Borrow Your Pencil?; the questionnaires for Unit 2, Where's the Library?; and the questionnaire for Unit 3, What Do You Like to Wear? In fact, the questionnaire for Unit 1 was different from the other questionnaires. There were no questions about worksheet in the questionnaires for Unit 1 since there were no worksheets for this unit.

The result of the questionnaires was divided into two types of data. They were quantitative and qualitative data. The quantitative data were from the students' opinions, while the qualitative ones were from the students' comments on the developed kits.

Then, the interviews were conducted to the English teacher and some students. The interviews were aimed at knowing the teachers' and students' comments and feedbacks on the developed kits and the teaching and learning process using the kits. The data were collected for producing the final draft of the Teaching and Learning Kits for promoting interaction.

1) Students' opinions

The same as the second questionnaire, the quantitative data were analyzed by using the descriptive statistics. The steps of the data analysis were mentioned clearly in the previous chapter. Below are the result of the mean, the ideal mean and the ideal standard deviation, the classification of the mean, and the category of aspects in the Teaching and Learning Kits for promoting interaction.

a) The result of the mean

After changing the categories into numbers by using Likert Scale, the next step was defining the mean. The mean was obtained by summing up all the scores and dividing the total score by the number of respondents. The result of the mean of the students' agreement toward each aspect in the three questionnaires is presented below.

Table 14. The Mean of the Questionnaire for Unit 1

No	Aspects	Total Score	Mean
1.	Material Aspect	197	8.6
2.	Resource Aspect	492	21.4
3.	Activity Aspect	729	31.6
4.	Learners' Role Aspect	393	17.08
5.	Media Aspect	278	12.1

Table 15. The Mean of the Questionnaire for Unit 2

No	Aspects	Total Score	Mean
1.	Material Aspect	194	8.4
2.	Resource Aspect	497	21.6
3.	Activity Aspect	717	31.2
4.	Learners' Role Aspect	418	18.2
5.	Media Aspect	304	13.2
6.	Worksheet Aspect	401	17.4

Table 16. The Mean of the Questionnaire for Unit 3

No	Aspects	Total Score	Mean
1.	Material Aspect	194	8.4
2.	Resource Aspect	483	21
3.	Activity Aspect	697	30.3
4.	Learners' Role Aspect	383	16.6
5.	Media Aspect	292	12.7
6.	Worksheet Aspect	384	16.7

b) The result of the Ideal Mean and the Ideal Standard Deviation

After defining the mean, the researcher defined the Ideal Mean and the Ideal Standard Deviation. The result of the Ideal Mean and the Ideal Standard Deviation are as follows.

Table 17. The Ideal Mean and the Ideal Standard Deviation

Aspects	Number of Statements	Ideal highest score	Ideal lowest score	MI	Sdi
Material	2	10	2	6	2
Resource	5	25	5	15	5
Activity	7	35	7	21	7
Students' Role	4	20	4	12	4
Media	3	15	3	9	3
Worksheet	4	20	4	12	4

c) The classification of the mean

After getting the Ideal Mean and the Ideal Standard Deviation, the next step was to make the classification of the mean. The result of the classification is presented below.

Table 18. Quantitative to Qualitative Data Conversion

Category Aspect	Very Good	Good	Fair	Poor	Very Poor
Material	$\bar{X} > 9$	$7 < \bar{X} \leq 9$	$5 < \bar{X} \leq 7$	$3 < \bar{X} \leq 5$	$\bar{X} < 3$
Resources	$\bar{X} > 22.5$	$17.5 < \bar{X} \leq 22.5$	$12.5 < \bar{X} \leq 17.5$	$7.5 < \bar{X} \leq 12.5$	$\bar{X} < 7$
Activity	$\bar{X} > 31.5$	$24.5 < \bar{X} \leq 31.5$	$17.5 < \bar{X} \leq 24.5$	$10.5 < \bar{X} \leq 17.5$	$\bar{X} < 10.5$
Students' Role	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$
Media	$\bar{X} > 13.5$	$10.5 < \bar{X} \leq 13.5$	$7.5 < \bar{X} \leq 10.5$	$4.5 < \bar{X} \leq 7.5$	$\bar{X} < 4.5$
Worksheet	$\bar{X} > 18$	$14 < \bar{X} \leq 18$	$10 < \bar{X} \leq 14$	$6 < \bar{X} \leq 10$	$\bar{X} < 6$

d) The result of the category of aspects for each unit.

The category of each aspect in the Unit 1 of Teaching and Learning Kits for promoting interaction based on the questionnaire are shown below.

Table 19. The Result of the Category of Aspects in Unit 1

No	Aspects	Score
1.	Material Aspect	Good
2.	Resource Aspect	Good
3.	Activity Aspect	Very Good
4.	Learners' Role Aspect	Good
5.	Media Aspect	Good

Table 20. The Result of the Category of Aspects in Unit 2

No	Aspects	Score
1.	Material Aspect	Good
2.	Resource Aspect	Good
3.	Activity Aspect	Good
4.	Learners' Role Aspect	Very Good
5.	Media Aspect	Good
6.	Worksheet	Good

Table 21. The Result of the Category of Aspects in Unit 3

No	Aspects	Score
1.	Material Aspect	Good
2.	Resource Aspect	Good
3.	Activity Aspect	Good
4.	Learners' Role Aspect	Good
5	Media Aspect	Good
6.	Worksheet	Good

Based on the three tables above, the result of the category of aspects in Units 1, 2, and 3 in the kits could be shown. The material aspect in Units 1, 2 and 3 are categorized into *good* because their mean is more than 7 and less than 9. The resource aspect in Units 1, 2, and 3 are categorized into *good* because the mean is more than 22.5. However, in Units 2 and Unit 3 the resource aspect is categorized into *good* because their mean is more than 17.5 and and less than 22.5. The activity aspect in Unit 1 is categorized into *very good* because the mean is more than 31.5. The activity aspect in Unit 2, and Unit 3 is categorized into *good* because their mean is more than 24.5 and less than 31.5. The learners' role aspect in Unit 1 and Unit 3 is categorized into *good* because their mean is more than 14 and less than 18. The learners' role aspect in Unit 2 is categorized into *very good* because the mean is more than 18. Then, the media aspect in Unit 1, Unit 2, Unit 3 is categorized into *good* because their mean is more than 10.5 and less than 13.5. The last, the worksheet aspect in Units 2 and 3 is also categorized into *good* because their mean is more than 14 and less than 18.

2) Students' comments

Through questionnaires the students also wrote their comments and the weakness about the Teaching and Learning Kits for promoting interaction. The comments and the weakness of the kits are as the followings.

a) The students' comment towards the English lesson using Teaching and Learning Kits for promoting interaction;

- (1) It was very interesting.
- (2) It was fun.
- (3) It was good for English learning.
- (4) The games were interesting.
- (5) It made me have spirit to learn English.
- (6) I didn't find any difficulties in English.
- (7) The materials were interesting.
- (8) I want to learn English more and more.
- (9) The activities were various.
- (10) It was great and good.

b) The students' comments towards the weaknesses of English lesson using Teaching and Learning Kits for Promoting Interaction

- (1) There were no weaknesses of English lesson.
- (2) The games were too fast.
- (3) The volume of the song is too low.

3) Students' comments and feedbacks of the interview

The questions that were asked to the students were about the teaching and learning process used the Teaching and Learning Kits for promoting interaction. The use of the kits in the teaching and learning process make the English lesson more interesting. The dialogues can be seen below.

- R : *Nah, tadi sudah belajar bahasa Inggris dengan Miss Sugi ya. Menurut kalian gimana tadi pelajaran bahasa Inggrisnya?* (So you have already learnt English with Miss Sugi. What do you think about the English lesson?)
 S : *Menarik.* (It was interesting.)
 S : *Menyenangkan.* (It was pleasant)
 R : *Wah menyenangkan? Menarik, terus?* (Was it interesting and pleasant? Then?)
 S : *Banyak tambahan kata-kata.* (There were many new vocabularies)
(Appendix 3.4/Interview 1)

-
 R : *Terus, kaya tadi tu asik gak belajar bahasa Inggrisnya?* (Then, was the English learning fun?)
 S : *Asik.* (Yes, it was fun.)
 S : *Banget.* (Very fun!)
 S : *Seneng Miss.* (I'm happy, Miss)
(Appendix 3.4/Interview 1)

The information about the suitability of the materials with the students' level in learning English can be seen in the following interviews.

- R : *Okey, mmm susah gak?* (Ok. Mmm was the English learning difficult?)
 S : *Gak.* (No, it was not.)
 R : *Gampang?* (Was it easy?)
 S : *Ya.* (Yes it was)
(Appendix 3.4/Interview 1)

-
 R : *Gampang gak?* (Was it easy?)
 Ss : *Gampang.* (It was easy.)
 R : *Ada susahnyanya gak?* (Were there any difficulties?)

- S : *Ada.* (Yes, there were.)
 Ss : *Enggak.* (No, there were not.)
 R : *Ada, apa? Kamu tadi bilang ada. Susahnya yang gimana tadi?* (What were they? You said there were any difficulties, please tell me?)
 Ss : *mmm ...* (mmm)
 R : *Susah gak sih?* (Were they difficult?)
 Ss : *Gak ada yang susah.* (There were no difficulties.)
 R : *Oh, gak ada yang susah.* (Oh, there were no difficulties.)
(Appendix 3.4/Interview 3)

The information about the clarity of the resource can be seen in the following interviews.

- R : *Tadi kan Miss Sugi mainin lagu. Jelas gak lagunya?* (Miss Sugi played the song. Was the song clear enough?)
 Ss : *Jelas... jelas.* (Yes, it was clear.)
(Appendix 3.4/Interview 1)

-
 R : *Apakah materi bahasa Inggris dan lagunya tadi jelas?* (Were the English material and the song clear?)
 S : *Jelas, Miss.* (Yes, they were clear, Miss.)
(Appendix 3.4/Interview 3)

-
 R : *Lagunya jelas gak?* (Was the song clear enough?)
 S : *Jelas.* (Yes, it was clear.)
(Appendix 3.4/Interview 5)

The information that the resources are interesting to the students can be seen in the following interviews.

- R : *Nah gamesnya gimana?* (What do you think about the game?)
 Ss : *Seru ... seru!* (It was fun!)
(Appendix 3.4/Interview 1)

-
 R : *Suka gak (lagu)?* (Did you like it?)
 Ss : *Suka.* (I liked it.)
 S : *Ya suka.* (Yes, I liked it.)
(Appendix 3.4/Interview 1)

-
 R : *Lagunya tadi menarik gak?* (Was the song interesting?)

Ss : *Menarik.* (Yes, It was interesting)
 S : *Suaranya yang nyanyi lucu, Miss.* (The singer's voice was funny, Miss)
 (Appendix 3.4/Interview 3)

.....
 R : *Gamesnya?* (What do you think about the game?)
 Ss : *Gamesnya seru!* (The game was fun!)
 (Appendix 3.4/Interview 5)

The information that the resources suit to the students' level can be seen in the following dialogues.

R : *Bahasa yang diajarin bagaimana?* (What do you think about the language input?)
 S : *Gampang.* (It was easy.)
 (Appendix 3.4/Interview 3)

.....
 R : *Lagu dan gamesnya susah gak?* (Were the song and games difficult?)
 Ss : *Gaaak!* (No!!)
 S : *Lagunya tadinya susah tapi gampang.* (The song was difficult at first but then it was easy.)
 (Appendix 3.4/Interview 5)

The information about the students' interest to the activities in the Teaching and Learning Kits for promoting interaction can be seen in the following dialogues.

R : *Aktifitasnya tadi ngapain aja?* (What did you do in the English lesson?)
 Ss : *Bermain, belajar, menyanyi.* (I played games, learned English, sang the song.)
 R : *Seru gak sih kalau pelajaranya kayak gitu?* (Was the English lesson fun?)
 Ss : *Seruu!!* (It was fun!)
 (Appendix 3.4/Interview 3)

.....
 R : *Aktifitas-aktifitasnya tadi ngapain aja?* (What activities did you do in the English Lesson?)

- S : *Menanyakan ...mmm What do you like to wear?* (Asking ... mmm what do you like to wear?)
 R : *Oo... Seru gak sih?* (Ok. Was it fun?)
 Ss : *Seruu!* (It was fun!)

(Appendix 3.4/Interview 5)

The information about the success of the activities in facilitating the students to interact to each other in English and to make the students more actively engaged in the activities can be seen in the following interviews.

- R : *Ok. Nah, apakah kamu hari ini belajar berbicara menggunakan bahasa Inggris?* (Ok, did you learn to speak in English today?)
 Ss : *Ya.* (Yes, I did.)
 R : *Nah tadi kamu berbicara menggunakan bahasa Inggris dengan siapa saja?* (With whom did you talk to?)
 Ss : *Temaaann.* (Friends)
 R : *Trus...?* (And then?)
 Ss : *Guru.* (Teacher)
 R : *Berapa teman yang kalian ajak bicara tadi?* (How many friends
 S : *Dua.* (Two.)
 S : *Satu.* (One.)
 R : *Tadi berbicara menggunakan bahasa Inggris gak dengan bu guru?* (Did you use English when you talked with Mrs. Sugi?)
 Ss : *Ya!* (Yes.)

(Appendix 3.4/Interview 3)

-
- R : *Apa yang kamu dapatkan dari belajar bahasa Inggris tadi?* (What do you get from the English lesson?)
 S : *Mmm... hihhi.*
 S : *Berbicara dengan bahasa Inggris.* (Talking in English)

(Appendix 3.4/Interview 5)

-
- R : *Kamu gimana dalam pelajaran bahasa Inggris jadi lebih aktif?* (Did you feel more active in English lesson?)
 Ss : *Jadi lebih aktif.* (Yes, more active.)
 R : *Lebih aktif mana dengan pelajaran yang dulu-dulu?*
 Ss : *Sekarang!* (Now.)
 R : *Jadi semangat ga belajar bahasa Inggrisnya tadi?* (Did you become enthusiastic to learn English?)
 S : *Semangat!* (Yes, I was enthusiastic)
 R : *Apa yang bikin semangat?* (What makes you enthusiastic?)

- S : *Pelajaran bahasa Inggrisnya.* (The English lesson.)
 S : *Ada gamesnya.* (There were games)
 S : *Ada lagunya.* (There was a song.)

(Appendix 3.4/Interview 5)

- R : *Kamu merasa lebih aktif gak dalam pelajaran tadi?* (Did you feel more active in the English lesson?)
 Ss : *Lebih aktif.* (Yes. I was more active.)

(Appendix 3.4/Interview 3)

- R : *Tadi latihannya juga ngomong make bahasa Inggris juga?* (Did you use English when you did the exercise?)
 S : *Iya.* (Yes, I did.)
 R : *Tadi kan bermain kartu. Tadi main kartunya make bahasa apa hayo? Bahasa Indonesia atau bahasa Inggris?* (We played cards game. What language did you use when you played the game?)
 Ss : *Bahasa Inggris.* (We used English.)

(Appendix 3.4/Interview 1)

The information about the students' happy feeling after having the interaction in English to each other can be seen in the following interviews.

- R : *Nah, gimana sih rasanya ngomong menggunakan bahasa Inggris dengan teman-teman dan bu guru?* (What did you feel when you talked in English?)
 S : *Rasanya susah, soalnya tadinya gak bisa ngomong bahasa Inggris.* (I found it difficult, because I could not speak in English before.)
 S : *Asik.* (It was enjoyable.)
 S : *Seru!* (It was pleasure.)
 S : *Gampang.* (It was easy.)
 S : *Susah-susah gampang.* (It was neither difficult nor easy)
 R : *Tapi perasaanya gimana tu? Hari ini banyak belajar berbicara menggunakan bahasa Inggris.* (But, what do you feel? Today you have already learnt to use English in interaction.)
 Ss : *Senang!* (Happy!!)
 S : *Seru.* (It was fun!)

(Appendix 3.4/Interview 5)

- R : *Gimana rasanya ngomong menggunakan bahasa Inggris?* (What did you feel when you talked in English?)
 S : *Agak enak.* (Quite pleasant.)

R : *Hahah agak enak trus... merasa malu tidak? Deg-degan? Takut salah? Apa malah senang menggunakan bahasa Inggris?* (hahaha a bit delicious then, were you shy?, having any sensation of pounding? Being afraid of making mistakes? Or, Happy using English?)

Ss : *Senang. Senang* (Happy. I was happy.)

(Appendix 3.4/Interview 3)

The information about the students' favourite activities in each unit can be seen in the following interviews.

R : *Tadi kegiatan apa yang paling kamu sukai?* (What is your most favourite activity?)

Ss : *Main kartu!* (Playing cards.)

Ss : *Nyanyi make gaya.* (Singing with action.)

(Appendix 3.4/Interview 1)

R : *Trus dari semua kegiatan yang kamu lakukan, aktifitas yang paling disukai yang mana?* (Of all activities you did, which activity do you like most?)

S : *Yang bermain game.* (Playing games.)

R : *Bermain yang mana?* (Which games?)

Ss : *Sheet A sheet B.* (Sheet A sheet B)

R : *Sheet A sheet B? Oh yang information gap game.* (Oh, information gap game)

S : *Ya.* (Yes.)

R : *Ok, nah suka gak sih?* (Ok. Did you like the game?)

Ss : *Sukaa!! Suka !!* (I like the game)

R : *Sukanya kenapa?* (Why do you like it?)

Ss : *Seru.* (It was fun.)

R : *Nah kalau mainan yang nebak-nebak tempat tadi gimana?* (How was the guessing places game?)

S : *Seru juga, Miss.* (It was also fun.)

S : *Ada hadiahnya, hahaha.* (There were presents, lol)

(Appendix 3.4/Interview 3)

R : *Dari aktifitas-aktifitas tadi yang paling disukai apa?* (Of all activities, which activity do you like the most?)

S : *Games pakai kartu.* (Games with cards)

(Appendix 3.4/Interview 5)

The information about the clarity of media can be seen in the following interviews.

- R : *Haha. Nah terus kalau gambarnya yang ditunjukkan Miss Sugi tadi jelas gak?* (What do you think about the pictures? Were they clear enough?)
 Ss : *Jelas.* (Yes, they were clear.)
 R : *Bisa dibaca gak tulisanya?* (Could you read the words?)
 Ss : *Bisaaa!* (Yes, we could)

(Appendix 3.4/Interview 1)

- R : *Gambarnya? Petanya jelas gak?* (Were the map and pictures clear?)
 S : *Jelas.* (They were clear.)

(Appendix 3.4/Interview 3)

- R : *Gambarnya dan kartu-kartunya jelas gak tadi?* (Were the pictures and the cards clear?)
 Ss : *Jelas.* (They were clear.)

(Appendix 3.4/Interview 5)

The information about the interesting of media can be seen in the following interviews.

- R : *Menarik gak?* (Were they interesting?)
 Ss : *Menarik.* (Yes, they were interesting)

(Appendix 3.4/Interview 1)

- R : *Gambar-gambar dan petanya?* (How about the map and the pictures?)
 Ss : *Bagus.* (They were good)
 S : *Bu katanya Fikri pengen minta gambarnya...hahaha* (Miss, Fikri said that he wanted to have the pictures. Lol)

(Appendix 3.4/Interview 3)

- R : *Gambarnya bagus gak?* (Were the pictures good?)
 Ss : *Bagus.* (Yes, they were good.)

(Appendix 3.4/Interview 5)

4) The English Teacher's Comments and Feedback From the Interview

In the interview with the teachers, the questions that were asked were about her feeling using Teaching and Learning Kits for promoting interaction in her teaching. She was happy and comfortable with the use of the Kits in her teaching.

It can be seen in the following interviews.

- R : *Bagaimana Miss perasaannya sudah mempraktekkan kits saya?* (What do you feel to have implemented the material using my kits?)
 T : *Ya Alhamdulillah menyenangkan, bagus.* (Thanks God. It was pleasant, it was good.)
 R : *Apakah Miss merasa nyaman ketika mempraktekannya?* (Did you feel comfortable when you implemented the kits?)
 T : *Nyaman, karena anaknya nyambung to, welcome gitu diajarin tadi.* (I felt comfortable, because the students understood, feeling welcome to the English lesson.)
 R : *Adakah bagian-bagian di mana Miss merasa tidak nyaman ketika mempraktekannya?* (Were there any uncomfortable things when you implemented them?)
 T : *Kayaknya nyaman sih, gak da masalah.* (It seems that they were comfortable, there were no problems.)

(Appendix 3.4/Interview 2)

-
 R : *Bagaimana, perasaannya mempraktekkan kits saya tadi, Miss?* (What do you feel about applying my kits?)
 T : *Perasaanya senang. Tadi menyenangkan.* (I'm happy. It was pleasant.)
 R : *Merasa nyaman atau tidak dengan teacher's guidenya tadi?* (Do you feel comfortable with the teacher's guide?)
 T : *Nyaman.* (Yes. I feel comfortable.)

(Appendix 3.4/Interview 6)

The information about the clarity of the instructions in the teacher's guide can be seen in the following interviews.

- R : *Apakah instruksi-instruksi yang ada pada teacher's guide itu susah dipahami atau ruwet bahasanya? Atau ada yang perlu diperbaiki?*

(Are the instructions of the teacher's guide difficult to be understood?
Do they need any revision?)

T : *Sudah tidak ada yang perlu diganti. Anak-anak kan juga sudah gak ada masalah dengan instruksinya.* (They do not need to be revised. The students have no problem with the instructions.)

R : *Untuk Miss sendiri ketika membaca teacher's guide-nya bagaimana?* (What do you think when you read the instructions of the teacher's guide?)

T : *Kalau langkah-langkah itu kalau gak dipraktikkan kayaknya kok banyak. Tetapi setelah dilalui ternyata kok simpel, mudah.* (The procedures seem complicated. Apparently, they are simple and easy after they are implemented.)

(Appendix 3.4/Interview 4)

R : *Apakah instruksi-instruksi yang ada di teacher's guide susah dipahami dan susah untuk dilaksanakan?* (Are the instructions of the teacher's guide difficult to be understood and implemented?)

T : *Tidak.* (No. They are not.)

R : *Gampang?* (Are they easy?)

T : *Ya gampang.* (Yes, they are.)

(Appendix 3.4/Interview 6)

The information about the use of the teacher's guide that helped the teacher to conduct teaching activities can be seen in the following interviews.

R : *Apakah teacher's guidenya membantu dalam pelaksanaan kegiatan belajar mengajar?* (Did the teacher's guide help you to do the teaching and learning activities?)

T : *Membantu.* (Yes, it did.)

(Appendix 3.4/Interview 6)

R : *Jadi apakah teacher's guidenya membantu, Miss?* (Did the teacher's guide help you?)

T : *Membantu, sangat membantu.* (Yes, it did. It was helpful.)

(Appendix 3.4/Interview 4)

The information that the Teaching and Learning Kits were successful to promote interaction can be seen in the following interviews.

R : *Ok. Mmm ... apakah yang saya kembangkan ini sudah membantu membuat anak-anak berinteraksi satu dengan yang lain?* (Ok. Did the developed kits help you to make the students interact with each other?)

T : *Ya, sangat membantu.* (Yes, they were helpful.)

(Appendix 3.4/Interview 2)

R : *Bagaimanakah pendapat Miss, apakah Kits ini bisa mendorong terjadinya interaksi?* (What do you think about the kits? Were they able to promote interaction?)

T : *Ya, sangat membantu.* (Yes, they were helpful.)

(Appendix 3.4/Interview 4)

The information that the resources are clear and interesting can be seen in the following interviews.

R : *Mmm ... dialognya bagaimana Miss? Apakah sudah jelas? Mudah atau susah untuk kelas 5 SD?* (What do you think about the input dialogue? Was it clear? Was it easy or difficult for the students of grade V?)

T : *Kalau kelas 5 "Can I borrow your ... " itu kayaknya... Tadi setelah main kuartet itu anak langsung ngomong. Tadinya terbata-bata, tapi sekarang setelah ... aku bisa ... !!! aku bisa !!!. Jadi anak bagus.* (For the students of grade V "Can I borrow your ..." I think ... After they played quartet cards, they were able to speak in English directly. Although, they spoke hastingly at first, but they after.... I can do it!! I can do it. They were great.)

R : *Bagaimana dengan lagunya?* (What do you think about the song?)

T : *Lagunya gampang diinget, simpel, enak didengar.* (The song was easy to remember, easy listening and simple.)

(Appendix 3.4/Interview 2)

R : *Gamesnya bagaimana?* (How about the games?)

T : *Bagus.* (They were good.)

(Appendix 3.4/Interview 6)

The information that the media are clear and interesting can be seen in the following interviews.

- R : *Gambar-gambarnya bagaimana Miss? Tadi yang di papan tulis, petanya juga bagaimana Miss?* (What do you think about the pictures and the map hanging up on the board?)
 T : *Gambar-gambarnya, peta sangat menarik, sangat jelas.* (The pictures and the map were clear and interesting.)

(Appendix 3.4/Interview 4)

- R : *Tadi gambar-gambarnya gimana Miss?* (What do you think about the pictures?)
 T : *Gambarnya jelas, menarik.* (The pictures were clear and interesting)

(Appendix 3.4/Interview 6)

The information that the teacher has no problem to the activities because they have already had fun can be seen in the following interviews.

- R : *Tadika ada aktifitas yang dikembangkan, nah bagaimana menurut Miss dengan aktifitas-aktifitas yang sudah dikembangkan? Apakah sudah sesuai dengan kemampuan siswanya? Atau apakah terlalu susah? Atau sudah cukup? Atau mudah? Atau dari Miss sendiri merasa tidak nyaman dengan aktifitas yang dikembangkan seperti tadi?* (There were developed activities. Then, what do you think about the developed activities? Were they appropriate to the students' level? Were they too difficult? Were they easy? Or do you feel uncomfortable with the developed activities?)
 T : *Kayaknya sudah baik, sudah jalan lancar, tidak ada yang perlu di inikan, sudah menyenangkan.* (They seem good, the activities run smoothly, they do not need to be revised, they were already full of fun.)
 R : *Jadi sudah tidak ada masalah dengan aktifitasnya?* (So, there were no problem with the activities, weren't there?)
 T : *Sudah tidak ada masalah dengan aktifitasnya.* (There were no problem with the activities)

(Appendix 3.4/Interview 4)

- R : *Mmm... o ya ya. Ee ... Menurut Miss, bagaimana dengan kegiatannya tadi Miss?* (Mmm What do you think about the activities?)
 T : *Seru ya..seru.* (They were fun.)

(Appendix 3.4/Interview 2)

The information that the kits are already great and successful to promote interaction can be seen in the following interviews. There is also information about the weakness of the kits to be corrected.

- R : *Lalu kesimpulan dari kits ini bagaimana Miss?* (What is your conclusion about the kits?)
 T : *Sudah bagus, sudah baik. Anak-anak berinteraksi. Pokoknya sukses* (The kits are already great. The students interacted to each other. Principally the kits are successful.)

(Appendix 3.4/Interview 2)

- R : *Adakah kekurangan dengan Kits saya, Miss?* (What are the weakness of my kits?)
 T : *Kayaknya sudah baiklah, sudah cukup baik. Tidak ada kekurangan. Sudah promoting interaksi.* (They are good already. No weakness. There are no problems.)
 R : *Jadi ada yang perlu diperbaiki lagi Miss?* (So, are there any revisions, Miss?)
 T : *Tidak-tidak. Anak-anak juga senang. Cuma tadi petunjuknya kurang panjang direction kartunya dan menurut saya tidak perlu dipake tulisan bawahnya. Ya mungkin petunjuknya agak dipanjangkan. Jadi sesuai dengan peta. Trus yang gambar ada directionnya yang awal lebih baik ada tulisanya jadi biar anak tau tulisanya.* (No... No. The students were also happy. But the directions cards are not long enough and I think they do not need to be designed with the words written on them. Maybe, they need to be longer. So they are compatible with the map. Then, the pictures of directions are better designed with the words written on them, so that the students know the spelling.)

(Appendix 3.4/Interview 4)

g. Revision of the second draft and the final draft of the Teaching and

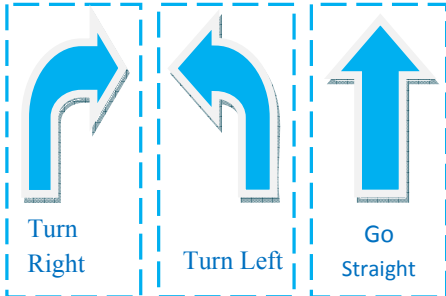
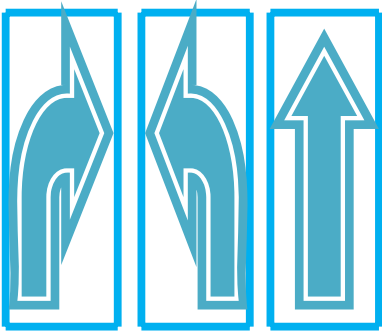
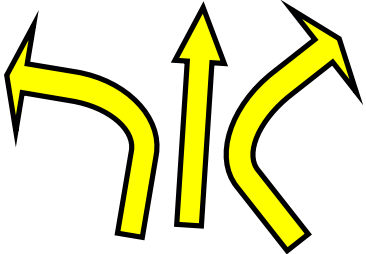
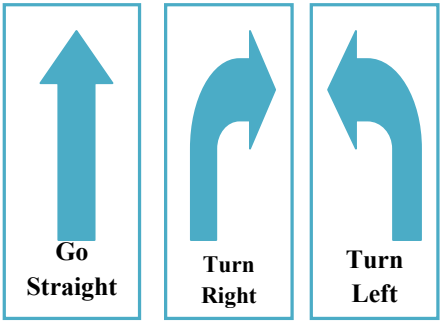
Learning Kits for promoting interaction

After the implementation, the evaluation as well as revision towards the kits was made based on the feedback. The teacher and the students strongly agreed that the Teaching and Learning Kits for promoting interaction succeeded to facilitate the

teacher to conduct the teaching and learning process that promoted interaction and promoted the students to interact with each other. However, there were some suggestions from the teacher and improvement from the researcher.


The suggestion was only about the direction cards and the pictures of directions. The directions cards were too short. Then, the pictures of directions should be designed with the words written on them so that the students knew the English spelling. The improvement from the researcher was about the language expression in the game of quartet cards, the lay out of the teacher's guide, and the activities of imitating the use of the expressions. The language expression "*I'm sorry I'm using it*" was said when the player did not have the requested card. In fact, the meaning of the expression did not indicate that the player had the requested card. Therefore, the expression should be changed with an other relevant expression, for example; *go get it!*. The expression means that the player does not have the requested card. The player must take the top card from the deck in the centre of the table. The lay out of the teacher's guide was too full. The teacher's guide should be designed clearer in every activity by designing one page for an activity and add it with illustration of the activity. Then, the activities of imitating the use of the expression should be improved. The teacher has to give the model expression first before asking for and giving a thing or information to the students. The teacher can give the model of the expression through a puppet. Therefore, the hand puppet should be added to support the teacher's success when presenting the new language. The revisions of the Teaching and Learning Kits for Promoting Interaction are presented in Table 21.

Table 21: Revisions of the Teaching and Learning Kits for Promoting Interaction

Part	Comments/Suggestions	Action Taken
Unit 1	<p>➤ The language expression “<i>I’m sorry I’m using it</i>” in the quartet cards game should be changed.</p> <p>A : Can I borrow your pencil? / Can I have a pencil?</p> <p>B : I’m sorry I’m using it.</p>	<p>➤ The language expression “<i>I’m sorry I’m using it</i>” in the quartet cards game has been changed.</p> <p>A : Can I borrow your pencil? / Can I have a pencil?</p> <p>B : Go get it!</p>
Unit 2	<p>➤ The direction cards should be longer and designed without the words written on them.</p>  <p>➤ The pictures of directions should be designed with the words written on them.</p> 	<p>➤ The directions cards have been made longer and designed without the words written on them.</p>  <p>➤ The pictures of directions have been designed with the words written on them.</p> 

(continued)

(continued)

Part	Comments/Suggestions	Action Taken
Teacher's guide.	<p>➤ The lay out of the Teacher's guide should be designing clearer by designing one page for an activity and adding an illustration of the activity.</p> <p style="text-align: center;">Unit Title</p> <p>Presentation</p> <p>A. 1st Activity Procedures :</p> <ol style="list-style-type: none"> 1. 2. <p>Aim, Media, Time allocation, Preparation, The example of teacher's expressions.</p> <p>B. 2nd Activity Procedures :</p> <ol style="list-style-type: none"> 1. 2. 	<p>➤ The lay out of the Teacher's guide has been designing clearer by designing one page for an activity and adding an illustration of the activity.</p> <p style="text-align: center;">Unit Title</p> <p>Presentation</p> <p>A. 1st Activity Procedures :</p> <ol style="list-style-type: none"> 1. 2. 3 <p style="text-align: center;">Illustration</p> <p>Aim, Media, Time allocation, Preparation, The example of teacher's expressions</p>
Media	<p>➤ The hand puppet should be added to support the teacher's success when presenting the new language.</p>	<p>➤ The hand puppet has been added to support the teacher's success when presenting the new language.</p> 

After revising the second draft, the researcher could produce the final draft of the kits. The final product of this stage was a final draft of Teaching and Learning Kits for promoting nteraction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. The final draft of these kits can be seen in Appendix 7.

B. Discussion

The objectives of this study were to find out the characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta and to develop the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. Based on the objective, the researcher gets the product of this study, the characteristics and the steps conducted in developing the product. The discussions of this study are as follows:

1. The Product of This Study

The product of this study is Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. The kits consist of teaching and learning tools to support the teacher's success in conducting the teaching and learning activities that promote interaction. They are the course grid, lesson plans, teacher's guide, worksheets, and media. The teacher's guides provide information about the use of materials, worksheets, media, and the procedures to conduct activities that promote interaction in the teaching and learning process.

The materials are clearly written in the teacher's guide. They are developed in three units. For Unit 1, "*Can I Borrow Your Pencil?*", the students learn the expressions of asking for things and the responses and learning things in their school

bag. For Unit 2, “*Where Is the Library?*”, the students learn the expressions of asking for and giving directions as well as learning the school places. For Unit 3, “*I Like to Wear a White Shirt*”, the students learn the expressions of asking for and giving information about what clothes they like to wear. The students also learn clothing items and their colour. The learning activities in each unit are developed from controlled to free. They are presented in PPP model. The activities are developed by adapting some activities which promote interaction proposed by some experts. They are survey game, information gaps, find out the mystery places, role play dialogue, quartet cards, and swap clothes game. Here, the students are set in pairs, mingles, and in group. By this setting the students have opportunities to interact to each other.

The second draft of these kits was implemented. The mean scores of the implementation for the unit “*Can I Borrow Your Pencil?*” range from 8.6 to 31.6, for the unit “*Where Is the Library?*” are from 8.4 to 31.2, for the unit “*I Like to Wear a White Shirt*” are from 8.4 to 30.3. Based on the quantitative data conversion the data show that the aspects of the kits are categorized as “Good” and Very Good”. It means that the students agree with the statements. Then, the unit “*Where Is the Library?*” got “Very Good” for the learner role aspect. It means that this unit is the most successful to give to the students opportunities to interact with each other. Based on the qualitative data, the data show that the teacher feels comfortable and is helped by the use of these kits. She could conduct activities that promote interaction using these kits successfully. In addition, the data also show the students’ favourite activities. They are singing song with action, playing quartet cards game, information gaps

game, find out the mysterious places, and swap clothes game. The students were enthusiastic to play these games. They are fun and successful to promote interaction. It means that these kinds of activities need to be maintained in the next teaching and learning process.

2. The Characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta

The characteristics of the kits were supported by the result of the need analysis. The data of the need analysis were obtained through observation, questionnaire to the students, and interviews with the students and the teacher. Those results are the characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. Those characteristics are as follows.

- a. The materials accommodate the topic that they like. They are school places, clothes, and school stationary items.
- b. The activities accommodate the activities that they like. They are playing games and singing songs.
- c. The activities promote the students to interact with each other.
- d. The activities include the information gaps and using flashcards activities.
- e. The activities have in pairs and groups setting.
- f. The activities are various and interesting.
- g. The media include pictures and realia.

- h. The media are interesting and easy to use.
- i. The worksheets are colourful and illustrative.
- j. The instructions in the worksheet are written in English.
- k. The skill is speaking.
- l. The Teaching and Learning Kits make the students active and promote the students to interact with each other.
- m. The Teaching and Learning Kits help the teacher to conduct activities which promote interaction in the teaching and learning process.

3. The Development of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta

There are eight steps in developing the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. The first step was conducting needs analysis. This step was intended to obtain information that was used as guidelines in developing kits by observation, interviews, and the first questionnaire. The second step was planning. Here, the target skills, topic and objectives of the kits were defined. The third step was writing the course grid. The course grid was written based on the standard of competence, basic competences, and the result of the need analysis. The standard of competence and the basic competences were taken from 2006 curriculum for the fifth grade students of even semester. Next, the fourth step, which was called developing the first draft of the kits, the lesson plan, teacher's guide, worksheet, and media were

developed. The essential elements of a lesson plan were written based on the theory proposed by Brown (2001). The teacher's guide provided information about the materials, media, worksheet used, and the activities' procedures. The worksheets are developed to support game activities. They are information gap game and survey game. The worksheets are colourful so that the students enjoy looking at them. The worksheets are developed by adapting some theories proposed by Ellis and Brewster (2002:159). The media are developed based on the need analysis. The media include CD of songs, pictures, flashcards, school map, realia, and quartet cards to support game activities.

The fifth step is evaluating and revising the first draft. The kits were evaluated by two lecturers and all the English teachers of Elementary School in Danurejan District. Their opinion, comments, and suggestion were used to evaluate and revise the kits before they were implemented. After the first draft of the kits revised, these kits were called second draft.

In the sixth step, the second draft of the kits was implemented to the fifth grade students of SD Muhammadiyah Bausasran 1 Yogyakarta. The researcher distributed the third questionnaire to the students and interviewed the students and the English teacher to gain their opinion, comments and suggestion about the teaching and learning process using these kits. These data collected were used in the next step.

In the seventh step, the data collected were evaluated. From the qualitative data gained from the interview to the teacher there were still few corrections in the kits. Nevertheless, the teacher agreed that the students had the opportunities to interact

with each other when the teaching and learning using these kits. In the past, they did not find it whenever using the LKS or the text book from their English teacher.

The last step was revising and writing the final draft of the kits. The revisions were about the language expression in the quartet card game, the design of the media, the addition of the media, and the lay out of the teacher's guide. The second draft of the kits that has been revised is considered to be the final draft of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The purpose of this research was to develop and find out the characteristics of Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. Based on the objective, the researcher gets the product of this study, the characteristics and the steps conducted in developing the product.

1. The Product of This Study

The product in this study is Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta. The kits consist of teaching and learning tools to support the teacher's success in conducting teaching and learning activities that promote interaction. They are the course grid, lesson plans, teacher's guide, worksheets, and media. The teacher's guide presents information about the procedures to use the materials, media, worksheets, and to conduct activities. Activities are ordered in the PPP model and developed from controlled to free. Activities promote interaction. The worksheets are developed to support some free activities. They are information gaps and survey game activities. The media provided in the kits are pictures, a school map, realia, a CD that include songs and pronunciation of some vocabulary used in the material, quartet cards and flashcards. Therefore, by these Teaching and Learning Kits by hand, the teacher can conduct activities that promote interaction in the teaching and learning process in an interesting way.

2. The Characteristics of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta

In addition, the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta in the academic year 2011/2012 have the characteristics as presented below.

- a. The materials accommodate the topic that they like. They are school places, clothes, and school stationary items.
- b. The activities accommodate the activities that they like. They are playing games and singing songs.
- c. The activities promote the students to interact to each other.
- d. The activities include the information gaps and using flashcards activities.
- e. The activities have in pairs and groups setting.
- f. The activities are various and interesting.
- g. The media include pictures and realia.
- h. The media are interesting and easy to use.
- i. The worksheets are colourful and illustrative.
- j. The instructions in the worksheet are written in English.
- k. The skill is speaking.
- l. The Teaching and Learning Kits make the students active and promote the students to interact with each other.
- m. The Teaching and Learning Kits help the teacher to conduct activities which promote interaction in the teaching and learning process.

3. The Development of the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta

To develop the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta, the researcher followed the procedures that consisted of eight steps. The first step which was called need analysis covered surveying the teacher and the students' needs and characteristics. The second step was named planning. It covered defining the targeted skills, topic and objective. The third step was writing the course grid. The fourth step was developing the first draft of the kits. Here, the components of the kits and the activities were developed to facilitate the teaching and learning processes that promoted interactions. The fifth step was evaluating and revising the first draft. The first draft was evaluated by two English lecturers and 10 elementary English teachers in Danurejan District by filling in the questionnaire. The next step was trying out the kits. The data were collected by distributing the questionnaires, conducting interviews, and doing class observation. The seventh step was evaluating the second draft. The last step was revising and writing the final draft of the kits. By following those steps the Teaching and Learning Kits for Promoting Interaction among the Fifth Grade Students of SD Muhammadiyah Bausasran 1 Yogyakarta could be well developed. Therefore, these steps were good to develop Teaching and Learning Kits for promoting interaction.

B. Implications

The product of this study could be well developed by following those eight steps. It implies that the other teachers or researchers can develop similar kinds of materials by following those steps.

In addition, the result of the try out showed that the aspects of the kits were good and very good. It implies that the use of the Teaching and Learning Kits for Promoting Interaction can be one of the alternatives to help the teacher conduct teaching and learning activities that promote interaction and help the students use their communicative competence in simple oral form to accompany the action in the school context and to have awareness of the nature and importance of English in order to be ready to take part in daily life communication. They need to learn and have opportunities on how to communicate and interact with others in the social life by using English.

C. Suggestion

Related to the conclusions above, some suggestions are presented below:

1. Suggestion to the Fifth Grade Students

- The activities were developed to promote interaction. Therefore, the students are expected to participate actively in those activities so that hopefully they can reach the goal of the study.

2. Suggestion to the English Teachers

- The English teachers are expected to understand how to use the kits by reading the course grid, lesson plan and teacher's guide before conducting the teaching and learning process.

3. Suggestion to the Other Researchers

- The other researchers can develop similar kits by considering the teacher's and the students' needs.
- The other researchers are expected to conduct a research to test these kits using action research approach in order to find out its effectiveness in the teaching-learning process.

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APPENDIX 1
OBSERVATION GUIDE AND
FIELD NOTES

APPENDIX 1.1

THE OBSERVATION GUIDE

The Purpose	References
To find some information about the attitude of the students toward in the teaching and learning process.	Wajnryb (1992: 131)
To find some information about the role of the teacher when the students working the tasks	Wajnryb (1992: 131)
To find some information about the quality of practice material.	Brown (2001: 142)

APPENDIX 1.2

FIELD NOTES OF THE OBSERVATION

Field Note

Observation of the class

Date : 12th September, 2011

Time : 11.00 – 12.10

Place : V Grade class of SD Muhammadiyah Bausasran 1 Yogyakarta

The teacher came to the class. The class condition was very noisy on that day. The students were telling stories and joking. Then, the teacher called some names then asked them to keep silent. “*Heh Diam!*”, said a student to their friends. Then, they fell silent. The researcher who waited in front of the door was asked to enter to the classroom. She sit on the back seat of the class.

The teacher greeted the students by saying “Good morning students. How are you today?”. The students answered, “I’m fine thank you and you?”. “I’m fine too”, answered the teacher. Some students in the class take their Commercial Worksheet (LKS) and textbook from their bag. Then, the rest of them were gossiping. The teacher asked whether they had any homework or not, “Any homework?”. “Noo!!, Miss”, “*Tidaaaaaaak*”, answered the students.

The teacher asked the students to open their Commercial Worksheet, “*Buka LKS nya halaman 17!. Ada texts. Ayo kita baca bergantian. Pertama Zahra*”. Then, a student read the text slowly. The other students saw the text in LKS, but there some students who sit on the back seat were still gossiping. The teacher called the noise maker to continue the rest of text. “Ok Zahra, Thank you. Now continue Fikry!”. “*Gak bisa, Bu! Gak bisa baca Bu!, susah.*” the student answered loudly from the back seat. “*Ayo Fikry, ditunggu teman-temanya.*”, said the teacher. “*Kitto aja bu!*”, said the student. “*Ok, Kitto yo!*”, said the teacher. Then, the student took the turn to read the rest of the text. After the text has been read, the teacher and the students translated the text together. “*Yuk dibaca dari awal di artikan bersama-sama. My Family, Repeat after me. My Family. Siapa tau artinya?*”, said the teacher. “*Keluarga*”, said a student. “Good. Keluarga saya”, said the teacher. Then, they read the text again and the teacher translated it sentence by sentences. Students who sit in front of the class were observing attentively. Some students were lying down of their head on the table. Whereas some of them discussed about the latest popular game. It was angry bird.

After finished, the teacher asked the students to make 5 sentences from 5 difficult words taken from the text. “Ok. Now Find out. *Tolong cari. Five difficult words dari texts, trus dibuat kalimat,*” said the teacher. “*Apa, Bu?*” said some students. “*Cari lima kata sulit di teks, trus dibuat kalimat*”, said the teacher. “Bu, berkelompok ya, Bu!”, said a student. “*Iya bu, kelompok aja ya, Bu?*”, said some students. “*Ya dua orang aja, tapi jangan rame ya*”, said the teacher. “*Horee!!! Kelompok*”, said a student. Some students said “Yes”. Then, the students made the sentences. They discussed. “*Sing endi enake?*”, said a student. “*Ikie wae ro iki*”, answered the student. There were students talking about the latest popular

song. There was a student hit the table while singing and making the sentences, "You know you love me. I know you care. *Hmm hmm hmmm*". It was followed by the other students "Baby baby bay ohhh. Baby baby ohh". The class became busier. The teacher asked them to keep silent. "*Silent please!, sudah selesai ya?. Ayo dikumpulkan!*". "Bu belum, Bu!", answered the students. Then, they continued their work. The students who had finished their work asked a score to their teacher. Next, they got the second job for doing the multiple choice exercise in the Commercial Worksheet (LKS). "*Bu semua bu?*", asked a student. "*Bu yang percakapan dikerjakan gak, Bu? Dikerjakan aja ya, Bu?*", said the other student. "*Bu percakapan aja yang soal a b c nya gak usah ya, Bu?*", asked the student. "*Bu dikerjakan berdua ya, Bu!*", said the student. "*Ya sudah, percakapannya saja, titik-titiknya diisi.*", said the teacher. "*Berdua bu?*", asked the student. "*Boleh*", answered the teacher. "*Yes!!*", said the students. The rest students were still making sentences, "*Bu, gak tau Bu, susah!*" said the student who was making the sentences. The teacher came toward to the students who had difficulties. "*Mana yang susah?*", asked the teacher. "*Artinya bu*", the students answered. "*Makanya tadi didengerin!*", said the teacher while helping the students. "*Bu games, Bu!*" said a student. It was followed by the other students "*Iya Bu, main games, Bu!*", said some students. "*Bosen ngerjain soal terus, Bu!*" said a student. "*Diselesaikan dulu, Finish your work*", said the teacher.

Next, the teacher invited the students to play a game. She divided the class into 4 groups, group A, group B, group C, group D. The game seemed a quiz. The teacher distributed the questions. The group who gave the right answer got the point. The group who got the most point was the winner. They played the game. The questions came from various topics. The students who were sitting in front of the class were enthusiast. Whereas, the students who sit behind were joking and telling stories. "Transportation in the air?", asked the teacher while

The bell rang. The teacher finished the game, counted the scores, and announced the winner. The students who won said "Yes!!". The students put their book and school stationeries into their bag. They prepared to back home. The chief of the class invited the students to pray. "Ok Thank you, God afternoon students!", said the teacher close their class. "Good afternoon, Miss!", the students answered.

APPENDIX 1.3

FIELD NOTES OF THE IMPLEMENTATION

Field Note 1

Implementation of UNIT 1

Date : 19th March, 2012

Time : 11.00 – 12.10

After the bell rang, the teacher entered the class. She said, “Assalamualaikum wr. wb”. “Wa’alaikumsalam wr. wb.”, said the students. “Good afternoon everyone.”, said the teacher. “Good afternoon, Miss Sugi”, said the students. Next, the teacher asked the researcher and the co researcher enter to the class. She introduced the researcher and the co researcher to the students and told them that the researcher will observe the English class for three meeting. Then, the researcher and the co researcher sat down on the back of the class and began observing the class activities.

“Ok, everybody look at here!”, said the teacher. The teacher took a green pencil case. She took a sharpener from it, then said “Now, what is this?”. Some students answered “Sharpener”. “Jalu, what is this?”, asked the teacher to a student. “Sharpener”, said Jalu. “Good”, said the teacher. The teacher took a pen. “What is this”, said the teacher. “Pen!”, said the students. “A pen!”, said the teacher. The teacher took a pencil. Immediately, the students said, “Pencil!”. The teacher took a ruler. “Ruler!”, the students said immediately. The teacher took an eraser. Immediately, the students said “Eraser!”. The teacher took a correction pen. Immediately, the students said, “Tipe ex”. “Kitto, what is this?”, asked the teacher to a student in the class. The student answered, “Tipe ex”. “A correction pen, *ayo ikuti*”, said the teacher. “A correction pen”, said the students. The teacher took scissors, then said “What is this?”. “Cutting”, said a student. “Cut”, said the other. “Scissors, *ayo repeat after me, scissors*”, said the teacher. “Scissors”, said the students. “How about this?”, the teacher took a crayon. A student said, “A pencil colour!”. “It not pencil colour. It is crayon. A crayon. Ayo repeat after Miss!”, said the teacher. “A crayon!”, said the students together.

“Ok, now! Fitri, can I borrow your pencil?”, asked the teacher. The student gave a pencil to the teacher with smile. “Thank you”, said the teacher. “Umar, can I borrow your pen?,” asked the teacher to a student in the back of the class. “What?,” said the student. “*Heh, kae lo bolpenmu disilih,*” said a student beside him. Then, the student gave a pen to the teacher without saying anything. Next, the teacher asked a pen to the other student, “Can I borrow your pen, Dimas?”. “Yes, Miss. No problem!”, said the student while giving the pen. “Sure, here you are, everybody repeat after me!”, said the teacher. “Sure, here you are”, said the students. “Rahma, Can I borrow your ruler”. “Sure, you are,”, said the student. “Sure here you are, repeat after me!”, said the teacher. “Sure, here your are”, said the students together. “Fitri, asked a pen to Astuti”, asked the teacher. “mmm, can”, said Fitri. “Can I borrow you pen, Astuti”. “*Ayo ikutin*”, said the teacher.

“Can I borrow your pen, Astuti”, said the student. “Yes”, said Astuti while giving a pen. “Sure, here you are”, said the teacher. “Sure, here you are”, said Astuti. “Say thank you, Fitri”, asked the teacher. “Thank you”, said Fitri. “Kholis, asked a ruler to Dimas”, said the teacher. “Can I borrow your ruler”, asked Kholis. “Sure, here you are”, while giving the ruler. Then, the teacher did the same things until reach the students in the back of the class.

Next, the teacher took a picture with two boys talking each other on it. The teacher said, “Look at this picture, let’s read the expression!”. Then the teacher and all the students read the expression written on the picture together, “Can I borrow your ruler?”, “I’m sorry, I’m using it”. Then, the teacher asked a pen to a student, “Tahir, can I borrow your pen?”. “I’m sorry, I’m using it”, said the student while read the expression on the picture. Then, the teacher took the other picture then said, “Look at this picture, let’s read the expression”. The teacher and the students read the expression together. Then, she asked “*Apa bedanya gambar yang tadi dengan yang sekarang?*”. “*Kata-katanya, Miss*”, said a student. “*Kata-katanya gimana?*”, asked the teacher. “*Yang satu minjem tapi yang satu gak minjem*”, said a student. “*Ya pinter, kalau minjem bilang gimana?*”, asked the teacher. The students answered, “Sure, here you are”. “*Tapi kalau lagi dipakai, bagaimana responya?*”, asked the teacher again. “I’m sorry I’m using it”, answered the students.

Next, the teacher invited the students to listen Can I Borrow Your Pencil?. “Let’s listening to a song, ok. *Kalian dengarkan dan ikuti liriknya, ya?*”. The song was played and the students listened. There are two students hit the table and some students smiled when the song was played. “*Bisa ikutin liriknya tidak? apa yang kalian dengar?*”, asked the teacher. There were no answer from the students. The teacher repeat the song again. “*Apa liriknya?*”, asked the teacher. “Can I borrow your ruler”, said some students. “*Yuk dengarkan selanjutnya*”, said the teacher. “I’m sorry. I’m using it, Miss!”, said the students.

The teacher continued the class by dividing the class into two groups. She said, “*Yang kelompok ini nyanyi bagian asking expression. Gimana asking expressionya?*”. “Can I borrow your ruler”, answered a student. “Good. *Nah yang sebeah sini nyanyi giving expressionya, gimana ekspresinya kalau mau ngasih barang?*”, asked the teacher. “Sure sure sure sure”, answered a student. Then, some students laughed. “Sure, here you are, Miss!” said a student. “Yes, dan I’m sorry I’m using it, *pas bagian keduanya ya. Pakai gaya ya. Gaya ngasih barang. Boleh ambil penggarisnya. Seperti ini gayanya.* Are you ready?”, asked the teacher. Then, the students sang the song together with action. “*Gimana? Bagus gak lagunya*”, asked the teacher. “*Bagus..lagi Miss!*”, said a student. Then, they sang again in several times.

Then, the teacher invited the students to practice a dialogue of asking and giving a thing in the bag. The teacher managed the students in pairs. Firstly, the teacher gave an example to the students. Some students nodded their head. Then, they practiced the dialogue. The class began busy. The teacher went around the class. This activity didn’t take a long time.

Then, the teacher asked some pairs to practice the dialogue in front of the class, "*Sapa yang mau praktek ke depan?*". "Bu, saya bu!", said some students while rise their hands. The teacher asked two pairs of them to practice the dialogue. Then, the teacher asked the students who sit on the chair to give some comments to their friends in front of the class. Unfortunately, they only kept silent when the teacher asked them. After that, the teacher gave her opinion and feedback to the students.

Then, the teacher invited the students to play a quartet card game. Some students smile and said "Yes!". The teacher said, "Who want to play a game, *hayo siapa yang pengen main game?*". "Me, Miss!" said a student in the class. "I am!", said the other student. "*Sayaa!*", said some students. The teacher managed the class into groups. Then, she explained the rules of the game. She also gave example how to play the game. The cards were distributed. Then, the students began to play the game with their own groups. The class began busy. The class was really lively. Each student had opportunities to use the language. Some students talked loudly but some of them talked slowly. The students who made the most quartet in the group were laughed and said "Yes! *Menang*". The Bell rang. Then, the teacher said, "Time is up! Who win the game?, *Siapa yang menang?*". Some students answered, "*Saya bu!*", "*Saya jadi 3 kartu bu!*", "*Miss, Febby curang Miss!*", "*Bu, main lagi bu!*", "*Walah lagi arep ngocok kartu meneh wis di stop*". "*Lagi?*", asked the teacher. "*Iya, Bu*", answered the students. "*Tapi ini sudah bell*", said the teacher. "*Sekali lagi bu*", said a student. "*Ya, bu sekali lagi*", said some students. Then, the teachers fulfil what the students requested.

The teacher asked the students, "*Seneng gak?*". "*Seneng, Bu!*", answered some students. Then, the teacher gave questions to the students, "*Jadi kalau kita mau pinjam barang bilangnye bagaimana?*". "Can I borrow your ... ?", some students answered. "*Trus jawabnye gimana?*", asked the teacher. "Sure, here you are", the students answered slowly. "*Apa Jalu?*", asked the teacher to a student. "Sure, here you are, Miss". Then, the teacher closed the English lesson by praying and greeting.

Field Note 2

Implementation of UNIT 2

Date : 26th March, 2012

Time : 11.00 – 12.10

After the bell rang, the teacher, the researcher and the co researcher entered to the classroom. Then, the English teacher said, "*Assalamaulaikum wr. wb*". "*Wa'alaikumsalam wr. wb*", the students answered. "Good morning everybody, how are you today?", asked the teacher. "I'm fine, thank you and you?", said the students. "I'm fine. "Who are absent today?", asked the teacher. "*Banyak bu*", answered some students. Then, they mentioned their names one by one. They were seven students. "*Pergi kemana mereka?*", asked the teacher. "*Lu'lu sakit bu. Kalo yang lain capek bu, acara kemarin Minggu*", answered a student.

Next, the teacher took a picture and showed it to the students, “Ok. *Kira-kira ini gambar apa menurut kamu?*”. “*Panah!*”, “*Arah!*”, the students answered loudly. “Ok. *Arah!*”, said the teacher. “Ok. Rio, *kira-kira ini gambar apa Rio?*”, asked the teacher. “*Arah*”, the student answered. “Ok. *Arah atau directions*”, said the teacher. “Ok. *Ni kira-kira gambarnya apa? Lurus....lurus....lurus*”. “Up, up, up”, a student answered. Then the others struggled to gave various answered, but no one gave the correct answer. The teacher said “Go straight!”. Then, the students followed her several times. “How about this?, *menggok kemana ini?*”, said the teacher showed the other picture. “*Kanan*”, the students answered. “*Kanan bahasa Inggrisnya apa?*”, asked the teacher. “Right”, the students answered loudly. Then the teacher said “Turn right”. It was followed by the students several times. “How about this?. *Ini arahnya kemana?*”, asked the teacher. “*Kiri*”, “Turn left”, some students answered. “Good. Turn left”, the teacher said. Then, the students followed the teacher several times. She also made sure every student can say the directions by asking some students to say them. In addition, she asked the students repeating to say the names of the directions one by one.

Then, the teacher prepared the big school map. The teacher mentioned the names of places on the map one by one together with the students. Here, the teacher corrected their pronunciation when they were reading. Next, the teacher asked the location of some places on the map, “*Nah sekarang bu guru nanya, where is the library?*”. “Go straight ... mmm”, a student answered. “Ok. Go straight, Good. Then..., Ok. *Rofi yo lanjutin!*”, said the teacher. Here the students struggled to answer the questions, “Turn right!”, they said. “Turn ...”, said the teacher. “Left!”, the students continued. “Ok. Next to. *Pakai* Next to *ya*. Next to ... Next to computer ...”, said the teacher. “Room!”, the students continued. Then, the teacher repeated her question, “Where is the library?”. The students gave the complete answer until reach to the library. Next, the teacher asked a student to give directions by sticking the direction cards on the map in front of the class. “Fikri, where is fourth grade?”. Then, he answered by sticking the directions cards on the map. The teacher guided him until reach the destination. Then, the teacher asked the students who were sitting to answer the questions together. The teacher called the other three students to do the same thing.

The teacher continued the lesson by inviting the students to listen a song. Before the song was played, the teacher explained that the singer in the song asking for directions to some places. Here, the teacher asked the students to mentioned the name of the place. “Ok, yang bisa will get a present. Listen carefully!”, said the teacher. The song was played. Then, the song was stopped in the middle of playing. “Ok?”, asked the teacher. Some students raised their hands. The teacher appointed one of them, “Ok, what’s your answer?”. The student answered, “Library”. Next, the teacher asked him to show the location of the place on the map and asked its

directions from the gate. To check the answer the song was played once again. Then, he got a present for the correct answer.

The next activity was singing the song. The students had already known the lyric by the previous activity. They sang the song together in several times.

The teacher changed the location of the map for the next activity. She asked the students to look at the map. She called up the student, "Umar, are you ready?, where is the teacher's room?". Then Umar showed the directions in front of the class. "Good! Very Good, give applouse for Umar", said the teacher. The other students gave applouse to their friends. Then, the called up the other students to show directions for the other places. The students were able to give the directions. Next, the teacher gave the directions to the students. They were asked to mention where the directions ended. The students raised their hands. They struggled to gave the name of place. Then, the teacher appointed some students to do the same. They gave the directions to their friends. Then, their friends guessed the place. Who gave the correct answer get a present then gave the directions to their friends in front of the class.

The last, the teacher invited the students to play information gaps game. There were two students applauded. The teacher asked the students to take their pencil. Then, she explained the rules of the game. She also gave the example how to play the game.. She distributed the sheets. Then, the game was begun. Every student in the class had opportunities to use the language. The class became bussy. "Where's the fifth grade?", asked a student. "Go staright. Turn left. Go staright. It's next to the fourth grade", answered the students. The teacehr monitored the class. "Bu, udah bu!", said a student in the class. His sheet had already full with the answer. There was a student who had no pair. The teacher asked the researcher to be his pair. After the time was up, the students finished their work.

The teacher closed the lesson by asking the students, "*Gimana suka gak dengan kegiatannya?*". Then, the students answered, "*Suka*". The teacher ended the lesson by greeting to the students. "*Assalamualaikum wr. wb.*". "*Wa'alaiakumsalam wr. wb.*", the students answered.

Field Note 3

Implementation of UNIT 3

Date : 2nd April, 2012

Time : 11.00 – 12.10

After the bell rang, the teacher, the researcher and the co researcher entered the class. Before beginning the class, the teacher greeted the students, "*Assalamualaikum wr. wb.*". "*Wa'alaiakumsalam wr. wb.*", answered the students. "Good morning everybody, how are you today?", asked the teacher. "I'm fine. Thank you. And you?", the students answered. "Ok. Today we are going to learn about clothes. *Ayo sebutkan macam-macam pakaian favorit kalian!*", said the teacher. The students

responded by mentioning them one by one. The class become noise. Their answers were various. "Jeans, jacket", said a student. "Ok, Febby, *kalo pergi ke mall, sukanya pakai apa?*", asked the teacher. The class became noise with the students' answers. "Kerudung", "Topi", "Kacamata", "Jeans", "Sepatu", they mentioned them one by one. "Kalau kalian pergi ke pesta, pakai apa aja?", the teacher asked. "Kado bu!", "Gaun", "Sepatu", they mentioned them one by one. Then, the teacher continued with the other questions like; what their favourite clothes when they go to school, friends' house, etc.

Then, the teacher took some pictures of clothing items. She showed the pictures in front of the class one by one. "Ok. Eka. Everybody look here!. What colour is it? And what is it?", the teacher asked. "Blue!.... blue...blue!", answered the students. "Shirt....shirt...shirt!", answered the students together. "Blue shirt! A blue shirt..", said the teacher. "A blue shirt", followed the students. The teacher took the others pictures. The teacher guided the students to say their name. There were seven pictures. The students were able to mention the clothing items and their colour. "Pink skirt, red veil, blue jeans, red jacket, green dress, yellow t-shirt", said the students and the teacher together. Then, the teacher asked some students, "What do you wear?". The students answered based on the pictures showed to them.

Next, the teacher asked a student, "Feby, what do you like to wear when you go to the school". "Mmm...white shirt and veil", the student responded. "Good. Ok. Kitto, what do you like to wear when you go *tapak suci?*", the teacher asked. "White clothes, bu!", the student responded. "Right, Rahma what do you like to wear when you go to the mall", asked the teacher. "Mmm...Blue jeans and mmm...pink t-shirt", the student answered. "Ok Rahma, Now ask Astuti what do you like to wear?", the teacher guided. "Ha...Gimana bu?", said the students while laughing. "Repeat after me, *What do you like to wear Astuti?*", asked the teacher. "What...do...you like...to wear?", asked the student to her friend. "mmm... Blue shirt", her friend responded. This activity continued until almost students in the class get the turn. *Some of them* were able to use the expression without guidance.

The teacher invited the students to listen a song. Some students smiled and said *yes* when they were asked to listen it. The teacher asked the students to mention the clothing items in the lyric. The song was played and stopped after the singer mentioned the clothes. The students answered "Red trousers!", "Trousers!", "White shirt!". The teacher played the song to check the students' answers. "Yes, Good!, the answer are red trousers and a white shirt", said the teacher. Then the teacher showed the pictures song. The students were asked to choose the picture which was figure out the first lyric of the song. "Yang kanan!", "Yang baju putih", the students answered. This activity continued by playing the next lyric and the students did the same thing. They had to pick out the clothes in the lyric and choose the picture.

Next, the teacher invited the students to sing the song. The song was played. There were students hit the table followed the song. Then, the teacher began to sing. The students followed the teacher. Some students hesitated to continue singing. Their singing rhythm was different to the music. But, the teacher kept singing. The students were asked to sing and followed her. They sang together.

The teaching and learning activity continued by practicing the dialogue of asking and giving information about what they like to wear. The teacher asked the students to get their pairs. Then, she explained the rules of the game. The teacher distributed the clothing items flashcards. Every pair get one card. The students began to do role play. There were two pairs who called their teacher. They asked the names of clothes on their cards in English. The teacher went around the class and helped the students if they had difficulties. Then, the teacher asked the students to practice the dialogue in front of the class, "*Ayo siapa yang mau praktek di depan kelas?*". "*Saya bu*", said some students. The teacher asked two pairs of them. Then, the students who were sitting had opportunities to comment their friends' performance. In fact, the students did not have any comments. "*Very Good!*", said the teacher to the volunteers.

Then, the students invited to play games. "*Yes, game!*", said a student. The teachers managed the students into pairs. She explained the rules of the game. She also gave the example how to play the game. Then, she took clothing items flashcards and distributed to the students. Every student got a card. The students began speak to their partners while keep their card from them. "*What do you like to wear?*", said a student. Her partner answered by looking at her card, "*I like to wear a pink dress and a pink veil*". After realize they had different cards, they changed the card and find out the other partner. The class become busy. There were students who struggle to win the game. After getting the winner, the students asked to play the game once more time. Finally, the teacher fulfilled what the students requested.

The last, the teacher invited to play another game. She explained how to play the game by showing the students the survey sheet. She distributed the survey sheets. Every student get a sheet. The students began the game. They asked to their friends, "*What do you like to wear?*". The students gave the answers by looking at the survey sheet. They described what they like to wear based on their choice in the survey sheet. The teacher went around the class giving help where needed. She asked to put the survey sheet on the table if they had finished. Then, the students put them on the table.

The teacher asked, "*Gimana hari ini suka gak dengan kegiatannya?*". "*Seru, bu*". "*Suka*", "*Besok main kartu lagi ya bu!*", the students answered. "*Ok. Good. Now. Sapa yang mau pulang?*", the teacher asked. "*Saya*", "*Yo bali yo*", the students responded. Then, the teacher asked the leader of the class to lead praying his friends. "*Assalamualiakum wr. wb*", the teacher closed the class.

APPENDIX 2
BLUEPRINT AND
QUESTIONNAIRES

No.	Purpose of the questions	The content of the questions	Reference	Question no.	Topic of each question
1.	To get information about the students' profile including their name, age, sex, social and cultural background.	Their name, age, sex, their social and cultural background.	Tomlinson (1998: 240)	Part A	Name
					Age
					Sex
					Address
					Parents' job
					Hobby
					Language used at home
					Daily activities
2.	To get information about their opinion towards English Lessons.	Their opinion towards English Lessons.	Hutchinson and Waters (1986:63)	Part B 1.	Their opinion about the importance of English
				2.	Their opinion about English lessons in the class
				3.	Their participation in the teaching-learning process
3.	To get information about teaching resources and aids.	The teaching resources and aids that they like to use.	Hutchinson and Walters (1986:63)	4.	The use of games
				5.	The use of songs
				6.	The use of stories
				7.	The use of realia

				8.	The use of pictures
				9.	The use of flashcards
4.	To get information about the worksheet.	The setting and he appearance of the worksheet.	(Hutchinson and Waters, 1986:63)	10.	The color on the worksheet
				11.	The pictures on the worksheet
				12.	The instruction be in Indonesia, English or both Indonesia and English
				13	The activity be individual/pair/group work.
5.	To get information about students' interests toward learning English.	Skills, learning activities, and topics of materials that the students need.	(Tomlinson,1998:240) Brewster (2002:102-125)	14.	4 Skills required
				15.	Learning topics required
				16.	Listening class activities are required : a. Listen and repeat activity b. Listen and perform actions c. Listen and draw/color activity d. Listen and guess activity e. Listen and match activity f. Listen and sequence activity g. Listen and transfer information activity h. Listen and sing
				17.	Speaking class activities are required : a. Look, listen and repeat activity b. Reading aloud, some games like phonetic Bingo or Snap c. Rhymes, action rhymes, song,

			chants, tongue twisters d. Using flash cards activity e. Guessing games f. Information gap g. Questionnaires and surveys h. Dialogues and role-play i. Retelling a story.
		18.	Reading class activities are required : a. Sequencing letters, parts of words, whole words or sentences and sequencing them to make words, phrases or sentences. b. Matching or mapping pictures and words or two halves of sentence so that they make sense. c. Speaking using written prompt cards d. Understanding genre or text types. e. Classifying words to make lists or sets of various kinds. f. Reading aloud g. Finding words in a puzzle
		19.	Writing class activities are required : a. Write text types based on a model b. Putting words in the correct order c. Writing captions for pictures d. Use a graphic e.g. a grid to describe characters e. Write up a survey, investigation f. Crossword puzzles g. Mind mapping game h. Copying sentences. i. Completing sentences.

Questionnaire

Kepada adik-adik kelas 5

Saat ini kakak sedang mengadakan penelitian, oleh karena itu kakak mohon bantuan adik-adik untuk menjawab pertanyaan berikut. Adik bebas memilih jawaban yang sesuai dengan keadaan adik-adik sekarang.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan alat bantu pembelajaran Bahasa Inggris untuk siswa kelas 5 SD.

Jawaban adik-adik tidak akan berpengaruh pada nilai Bahasa Inggris.

Atas bantuan adik-adik kakak ucapkan terima kasih.

Yogyakarta,

Peneliti

Diah Pramita Sari

Sebelum mengisi angket adik-adik diminta mengisi petunjuk pengisian terlebih dahulu.

A. Profil Siswa

Petunjuk pengisian : Isilah titik-titik di bawah ini

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Alamat Rumah :
5. Pekerjaan Orangtua
 - a. Ayah :
 - b. Ibu :
6. Hobi :
7. Bahasa sehari-hari di rumah :
8. Kegiatan selain bersekolah (boleh diisi lebih dari satu)

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.....

B. Potensi Siswa

Petunjuk pengisian: Berilah tanda silang (x) pada pilihan jawaban yang sesuai dengan pendapat adik-adik.

1. Bagaimanakah pelajaran Bahasa Inggris menurutmu?
 - a. Penting
 - b. Biasa saja
 - c. Tidak penting
2. Bagaimanakah pelajaran Bahasa Inggris di kelas menurutmu?
 - a. Asyik
 - b. Biasa aja
 - c. Nggak asyik
3. Apakah kamu bisa mengikuti pelajaran Bahasa Inggris dengan baik?
 - a. Bisa
 - b. Biasa saja
 - c. Tidak bisa
4. Apakah kamu senang belajar bahasa Inggris sambil bermain (*games*)?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
5. Apakah kamu senang belajar bahasa Inggris sambil bernyanyi?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
6. Apakah kamu senang belajar bahasa Inggris dengan cerita?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
7. Apakah kamu senang belajar bahasa Inggris dengan benda-benda nyata (misalnya: alat tulis, buah, makanan, dll)?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
8. Apakah kamu senang belajar bahasa Inggris dengan gambar?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
9. Apakah adik senang belajar bahasa Inggris dengan kartu-kartu bergambar (*flashcards*)?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
10. Adik suka lembar soal bahasa Inggris yang tampilannya berwarna atau tidak?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
11. Adik suka lembar soal bahasa Inggris yang tampilannya bergambar atau tidak?
 - a. Ya

- b. Kadang-kadang
- c. Tidak

12. Menurut adik, perintah dalam buku bahasa Inggris sebaiknya menggunakan bahasa Inggris atau bahasa Indonesia?

- a. Bahasa Inggris
- b. Bahasa Indonesia
- c. Bahasa Inggris dan Indonesia



13. Adik sering diberikan ibu guru bahasa Inggris. Adik lebih suka dikerjakan berpasangan atau berkelompok?

- a. Sendiri
- b. Berpasangan
- c. Kelompok



14. Keterampilan apa yang kamu sukai? Boleh pilih lebih dari satu jawaban.

- a. Membaca (reading)
- b. Berbicara (speaking)
- c. Membaca (reading)
- d. Menulis (writing)



15. Di kelas, adik belajar Bahasa Inggris tentang apa? Berikan jawaban.

- a. Tubuh (head, hand, leg, dst)
- b. Tempat (library, classroom, dst)
- c. Binatang (monkey, elephant, lion, dst)
- d. Makanan (rice, spaghetti, fried chicken)
- e. Pakaian (t-shirt, hat, shoes, jeans, dst)
- f. Keluarga (father, mother, brother, dst)
- g. Aktivitas (sleeping, eating, dst)
- h. Ciri-ciri fisik seseorang (long hair, round eyes, dst)
- i. Benda-benda dalam tas sekolah (pen, pencil, ruler, dst)



16. Kegiatan mendengarkan (*listening*) Bahasa Inggris yang seperti apa yang kamu sukai? Boleh pilih lebih dari satu jawaban.



a.	Menirukan ucapan yang diucapkan ibu guru.
b.	Beraksi dan bergerak sesuai dengan lagu yang didengar, perintah dari ibu guru, atau teman sekelas.
c.	Menggambar atau mewarnai sesuai dengan petunjuk.
d.	Permainan menebak nama benda, tempat, seseorang sesuai dengan ciri-ciri yang telah disebutkan oleh guru atau teman sekelas.
e.	Bermain BINGO.

f.		Membuat prakarya, atau makanan sesuai dengan langkah-langkah yang didengar, contohnya membuat sandwich.
g.		Mendengarkan hasil wawancara dengan teman.
h.		Mendengarkan lagu, pantun, puisi berbahasa Inggris.


17. Kegiatan yang kam



Bahasa Inggris yang seperti apa bih dari satu jawaban.



a.		Guru menunjukan gambar, mengucapkan kata sesuai pada gambar, lalu siswa mengikuti.
b.		Bermain BINGO.

c.	Bernyanyi .
d.	Kegiatan menggunakan kartu-kartu bergambar.
e.	Bermain tebak-tebakan dengan teman sekelas.
f.	Melengkapi jawaban dengan menanyakanya kepada teman sekelompok atau pasangan yang memiliki jawaban tersebut (<i>information gap</i>).
g.	Permainan mewawancarai teman sekelas , misalnya tentang apa yang mereka sukai dan tidak mereka sukai (<i>survey game</i>).

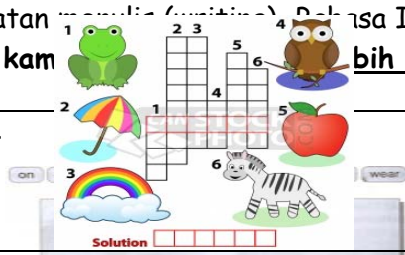
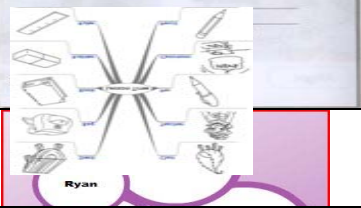






h.		Bermain drama seolah-olah menjadi penjual dan pembeli atau latihan bercakap-cakap dalam bahasa Inggris dengan teman (<i>role play and dialogues</i>).
i.		Menceritakan cerita bergambar sangat sederhana

18. Kegiatan yang kan

Bahasa Inggris yang seperti apa lebih dari satu jawaban.

a.		Mengurutkan kata-kata sehingga menjadi kalimat yang benar.
b.		Menjodohkan gambar atau kata.

c.	Bermain dengan kartu-kartu bertuliskan kata atau kalimat.
d.	Memahami jenis-jenis teks, contohnya : menu makanan, undangan, resep masakan, kartu ucapan dll.
e.	Mengelompokkan jenis-jenis kata.
f.	Membaca cerita pendek atau dialogue berbahasa Inggris.
g.	Menemukan kata-kata di dalam kotak <i>puzzle</i> .

19. Kegiatan yang kam	menuliskan (writing) dan bisa Inggris seperti apa yang lebih dari satu jawaban.	Menyusun TPS
a.		Menyusun sebuah kartu ucapan, undangan, menu, daftar belanja sesuai dengan contoh.
g.		Menuliskan kata-kata yang berkaitan dengan kata kunci (<i>mind mapping</i>).
b.		Meletakkan kata-kata pada urutan yang benar.
h.		Menyalin kalimat.
c.		Menuliskan keterangan dibawah gambar.
i.		Melengkapi kalimat.
d.		Menuliskan ciri-ciri seseorang dengan menggunakan bantuan kartu-kartu bertuliskan kata-kata.
e.		Menuliskan hasil wawancara dengan teman-teman di kelas

Kuesioner Evaluasi Pengembangan
Teaching and Learning Kits for Promoting Interaction

Bapak dan ibu yang terhormat, kuesioner ini bertujuan untuk mendapatkan masukan tentang *Teaching and Learning Kits for Promoting Interaction* yang sedang dikembangkan. Masukan bapak dan ibu sangatlah bermanfaat dalam pengembangan kits ini. Atas bantuan bapak dan ibu peneliti ucapkan terimakasih.

Institusi : _____

Pekerjaan : * guru/dosen

Pendidikan : * D3 / S1 / S2 / S3 / Lain-lain

Pengalaman mengajar: * (a.) 0 – 2 tahun (b.) 3 – 5 tahun (c.) > 5 tahun

Diklat/pelatihan yang pernah diikuti : _____

**Lingkarilah jawaban yang dipilih*

Petunjuk Pengisian

Bapak dan ibu dipersilakan untuk memberikan penilaian atas setiap pernyataan dengan memberikan tanda *check* (✓) berdasarkan skala penilaian *Likert* berikut.

Keterangan:

SS = Sangat Setuju/Sangat Sesuai TS = Tidak Setuju/Tidak Sesuai
S = Setuju/Sesuai STS = Sangat Tidak Setuju/Sangat
R = Ragu-ragu Tidak Sesuai

No.	Pernyataan	SS	S	R	TS	STS
A. Aspek material						
1.	Materi yang dikembangkan sudah sesuai silabus: SK dan KD.					
2.	Materi yang dikembangkan sudah sesuai dengan course grid.					
3.	Materi yang dikembangkan sudah sesuai dengan kebutuhan siswa.					
4.	Materi yang dikembangkan sudah sesuai dengan tingkat kemampuan berbahasa siswa.					
5.	Materi (<i>Language function</i>) yang diajarkan berkaitan dengan kehidupan siswa sehari-hari.					
B. Aspek resource						
6.	<i>Learning resources</i> (lagu, dialog, games) bervariasi.					
7.	<i>Learning resources</i> (lagu, dialog, games) menarik sehingga mampu memotivasi siswa belajar.					
8.	<i>Learning resources</i> (lagu, dialog, games) sesuai					

	dengan tingkat kemampuan siswa.					
9.	<i>Learning resources</i> (lagu, dialog, games) sesuai dengan tujuan pembelajaran.					
C. Aspek Kegiatan (<i>Activities</i>)						
10.	Kegiatan dalam materi sesuai dengan kemampuan anak-anak.					
11.	Kegiatan dalam materi sesuai dengan minat dan karakteristik siswa.					
12.	Kegiatan dalam materi menarik.					
13.	Kegiatan dalam materi bervariasi.					
14.	Kegiatan dalam materi sudah mencakup kegiatan secara individu, berpasangan, dan berkelompok.					
15.	Kegiatan dalam materi mendorong siswa untuk berkomunikasi dalam bahasa Inggris.					
16.	Kegiatan dalam pembelajaran membuat siswa berinteraksi dengan siswa lain.					
17.	Kegiatan dalam materi yang dikembangkan disusun dari yang terkontrol (<i>guided</i>) ke yang lebih bebas (<i>free</i>).					
D. Aspek Peranan Guru (<i>Teacher role</i>)						
18.	Guru menjaga proses interaksi berjalan dengan lancar dan efektif.					
19.	Guru menjaga siswa mengarah pada tujuan pembelajaran, terlibat dalam feedback dan evaluasi, dan memberi kesempatan siswa berkreasi.					
20.	Guru bersedia memberikan nasihat dan bimbingan ketika dibutuhkan.					
21.	Guru mengelola jam kelas.					
22.	Guru membolehkan siswa menggunakan bahasa secara pragmatis ketimbang memberitahukan mereka tentang bahasa.					
E. Aspek Peranan Murid (<i>Learner role</i>)						
23.	Siswa terlibat aktif di dalam kegiatan.					
24.	Siswa berinteraksi menggunakan bahasa Inggris baik dengan guru maupun dengan teman-temannya.					
25.	Siswa berinteraksi dan bernegosiasi menemukan informasi untuk melengkapi tugas.					
F. Aspek Course grid						
26.	<i>Course Grid</i> mencantumkan dan mengelola material, media, dan assesment					
27.	<i>Course Grid</i> telah memberikan gambaran lengkap materi bahasa dan pembelajarannya.					

28.	<i>Course Grid</i> mencantumkan model bahasa yang akan diproduksi siswa.					
G. Aspek lesson plan						
29.	Di dalam <i>lesson plan</i> tertulis jelas tujuan pembelajaran yang akan dicapai siswa.					
30.	<i>Lesson plan</i> mencantumkan material dan media yang dibutuhkan di dalam proses pembelajaran.					
31.	<i>Lesson Plan</i> mencantumkan rangkaian kegiatan untuk interaksi siswa, interaksi guru, <i>pair work</i> , <i>small group</i> , dan <i>whole-class work</i> .					
32.	<i>Lesson Plan</i> mencantumkan <i>assessment</i> .					
H. Aspek Teacher's Guide						
33.	<i>Teacher's guide</i> mudah digunakan.					
34.	Prosedur pada <i>teacher's guide</i> mudah dipahami dan dilaksanakan.					
35.	<i>Teacher's guide</i> mencantumkan langkah-langkah kegiatan untuk mendorong siswa berinteraksi dalam bahasa Inggris.					
36.	<i>Teacher's guide</i> memberikan panduan untuk melaksanakan kegiatan yang mendorong terjadinya interaksi.					
I. Aspek Worksheet						
37.	Instruksi yang digunakan dalam <i>worksheet</i> bersifat <i>children friendly</i> atau mudah dipahami oleh siswa.					
38.	Format <i>worksheet</i> yang dikembangkan menarik, simpel, dan jelas.					
39.	Setiap lembar <i>worksheet</i> menyediakan aktivitas dengan waktu yang telah ditentukan.					
40.	Tiap <i>worksheet</i> melatih siswa satu bahasa khusus.					
J. Aspek Media						
41.	Media mudah digunakan.					
42.	Media (gambar-gambar) cukup jelas dipertunjukan di depan kelas.					
43.	Media mampu memotivasi siswa.					
44.	Media yang tersedia menarik.					
K. Aspek Penyajian						
45.	Urutan <i>kits</i> terorganisir dengan baik sehingga mudah diikuti.					
46.	Tampilan (<i>lay out</i>) <i>kits</i> yang dikembangkan menarik.					
47.	Ukuran dan jenis huruf yang dipakai jelas dan menarik.					

Saran dan kritik terhadap materi yang telah dikembangkan:

1. Bagaimana pendapat Anda mengenai kits yang saya kembangkan?
2. Apa saja kekurangan yang terdapat dalam kits yang saya kembangkan?
3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

Kesimpulan

Dapat saya simpulkan bahwa materi yang telah dikembangkan:

(a) sudah baik dan tidak perlu revisi.

(b) sudah baik tetapi masih perlu revisi.

(c) belum baik dan masih perlu banyak revisi.

Yogyakarta, _____ 2012

The Evaluator,

Lembar Evaluasi Untuk Siswa

Lesson 1, Can I Borrow Your Pencil?

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran menggunakan Teaching and Learning Kits for Promoting Interaction untuk kelas VA SD Lempuyangan Yogya karta.

A. Data Responden

Kelas :

Umur :

Jenis Kelamin :

Alamat :

B. Pernyataan tertutup

Sebelum menjawab angket ini, adik-adik diminta membaca petunjuk pengisian angket ini!

Petunjuk Pengisian :

Isilah tabel berikut dengan menggunakan tanda centang (✓) pada kotak yang tersedia dengan ketentuan :

- | | |
|------------|--|
| SS | : jika adik SANGAT SETUJU dengan pernyataan yang ada. |
| S | : jika adik SETUJU dengan pernyataan yang ada. |
| R | : jika adik RAGU-RAGU dengan pernyataan yang ada. |
| TS | : jika adik TIDAK SETUJU dengan pernyataan yang ada. |
| STS | : jika adik TIDAK SETUJU dengan pernyataan yang ada. |

No	Pernyataan	SS	S	R	TS	STS
Aspek material						
1.	Materi pelajaran tadi sesuai dengan minat saya.					
2.	Materi pelajaran tadi sesuai dengan kemampuan saya.					
Aspek learning resource						
3.	Lagu, games, dan dialogue menarik.					
4.	Lagu, games, dan dialogue membantu dalam pemahaman materi.					
5.	Lagu, games, dan dialogue memberikan tambahan kosakata .					
6.	Lagu, games, dan dialogue memotivasi saya untuk berbicara dalam bahasa inggris.					
7.	Lagu, games, dan dialogue tadi jelas.					
Aspek activities						
8.	Kegiatan bahasa Inggris tadi menarik.					
9.	Kegiatan di dalam pelajaran bahasa Inggris tadi bermacam-macam.					
10.	Saya suka kegiatan dalam pelajaran bahasa Inggris tadi.					
11.	Kegiatan di kelas tadi banyak melibatkan saya dan teman-teman.					
12.	Kegiatan tadi mendorong saya berbicara menggunakan bahasa Inggris dengan teman-teman.					
13.	Kegiatan dan tugas-tugas di dalam materi sesuai dengan kemampuan saya.					
14.	Kegiatan yang ada dalam materi bahasa inggris terdiri dari kegiatan individu, berpasangan, berkelompok, dan seluruh					

	kelas.					
Aspek student's role						
15.	Saya aktif mengerjakan tugas-tugas yang diberikan ibu guru.					
16.	Saya berinteraksi dengan menggunakan Bahasa Inggris dengan ibu guru.					
17.	Saya berinteraksi dengan menggunakan Bahasa Inggris dengan teman pasangan dan teman kelompok saya.					
18.	Saya bernegosiasi makna dengan teman-teman.					
Aspect Media						
19.	Media di kelas tadi menarik.					
20.	Media memotivasi saya untuk berbicara dengan teman menggunakan bahasa inggris.					
21.	Media (gambar-gambar) jelas dipertunjukan di depan kelas.					

C. Pertanyaan terbuka

1. Apa pendapat adik tentang materi yang telah kakak susun?

.....

.....

2. Menurut adik, apa kekurangan materi yang telah kakak susun?

.....

.....

Kakak ucapkan terima kasih atas bantuan adik-adik yang telah mengisi angket ini. 😊

Lembar Evaluasi Untuk Siswa

(Lesson 2, Where Is the Library? & Lesson 3, What Do You Like to Wear?)

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi pengajaran menggunakan Teaching and Learning Kits for Promoting Interaction untuk kelas VA SD Lempuyangan Yogya karta.

A. Data Responden

Kelas :

Umur :

Jenis Kelamin :

Alamat :

B. Pernyataan tertutup

Sebelum menjawab angket ini, adik-adik diminta membaca petunjuk pengisian angket ini!

Petunjuk Pengisian :

Isilah tabel berikut dengan menggunakan tanda centang (✓) pada kotak yang tersedia dengan ketentuan :

- | | |
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| R | : jika adik RAGU-RAGU dengan pernyataan yang ada |
| TS | : jika adik TIDAK SETUJU dengan pernyataan yang ada |
| STS | : jika adik TIDAK SETUJU dengan pernyataan yang ada |

No	Pernyataan	SS	S	R	TS	STS
	Aspek material					
1.	Materi pelajaran tadi sesuai dengan minat saya.					
2.	Materi pelajaran tadi sesuai dengan kemampuan saya.					
	Aspek learning resource					
3.	Lagu, games, dan dialogue menarik.					
4.	Lagu, games, dan dialogue membantu dalam pemahaman materi.					
5.	Lagu, games, dan dialogue memberikan tambahan kosakata .					
6.	Lagu, games, dan dialogue memotivasi saya untuk berbicara dalam bahasa inggris.					
7.	Lagu, games, dan dialogue tadi jelas.					
	Aspek activities					
8.	Kegiatan bahasa Inggris tadi menarik.					
9.	Kegiatan di dalam pelajaran bahasa Inggris tadi bermacam-macam.					
10.	Saya suka kegiatan dalam pelajaran bahasa Inggris tadi.					
11.	Kegiatan di kelas tadi banyak melibatkan saya dan teman-teman.					
12.	Kegiatan tadi mendorong saya berbicara menggunakan bahasa Inggris dengan teman-teman.					
13.	Kegiatan dan tugas-tugas di dalam materi sesuai dengan kemampuan saya.					
14.	Kegiatan yang ada dalam materi bahasa inggris terdiri dari kegiatan individu, berpasangan, berkelompok, dan seluruh					

	kelas.					
	Aspek student's role					
15.	Saya aktif mengerjakan tugas-tugas yang diberikan ibu guru.					
16.	Saya berinteraksi dengan menggunakan Bahasa Inggris dengan ibu guru.					
17.	Saya berinteraksi dengan menggunakan Bahasa Inggris dengan teman pasangan dan teman kelompok saya.					
18.	Saya bernegosiasi makna dengan teman-teman.					
	Aspect Media					
19.	Media di kelas tadi menarik.					
20.	Media memotivasi saya untuk berbicara dengan teman menggunakan bahasa inggris.					
21.	Media (gambar-gambar) jelas dipertunjukkan di depan kelas.					
Aspek Worksheet						
22.	Tampilan worksheet menarik bagi saya.					
23.	Tampilan pada worksheet tidak rumit dan jelas.					
24.	Tulisan dalam worksheet jelas dan mudah dipahami.					
25.	Perintah-perintah yang ada pada worksheet mudah dipahami sehingga saya tahu apa yang harus dilakukan.					

C. Pertanyaan terbuka

1. Apa pendapat adik tentang materi yang telah kakak susun?

.....

.....

2. Menurut adik, apa kekurangan materi yang telah kakak susun?

.....

.....

Kakak ucapkan terima kasih atas bantuan adik-adik yang telah mengisi angket ini. 😊

APPENDIX 3
INTERVIEW GUIDELINES AND
TRANSCRIPT

APPENDIX 3.1

INTERVIEW GUIDELINES OF THE NEED ANALYSIS

A. For students

1. Bahasa apa yang kalian gunakan sehari-hari?
2. Kalian suka tidak belajar bahasa Inggris? Kenapa?
3. Untuk apa kalian belajar bahasa Inggris?
4. Tema materi dalam bahasa Inggris yang kalian suka apa?
5. Media apa yang kalian suka?
6. Aktifitas apa saja yang dilakukan ketika belajar bahasa Inggris?
7. Aktifitas apa yang kalian inginkan ketika belajar bahasa Inggris?
8. Apakah kalian suka dikelompokkan ketika kegiatan bahasa Inggris?
9. Belajar berkelompok bisa membantu kalian belajar bahasa Inggris gak?
10. Enakan belajar dalam kelompok atau sendiri?
11. Kegiatan apa yang kalian inginkan ketika belajar di dalam kelompok?
12. Apakah Ibu guru pernah membacakan cerita dalam bahasa Inggris?
13. Apakah Ibu guru pernah mengajakmu bernyanyi lagu-lagu bahasa Inggris?
14. Apakah Ibu guru pernah membawa gambar-gambar ketika mengajar bahasa Inggris?
15. Kalian suka tidak kalau lembar kerja/kertas soal dan latihan penuh warna dan gambar?

B. For teacher

1. Di Universitas mana ibu belajar bahasa Inggris?
2. Pengalaman mengajar ibu?
3. Bagaimanakah karakteristik siswa kelas 5 di SD Muhammadiyah Bausasran 1 Yogyakarta?
4. Apakah goal bagi adik-adik kelas 5 yang ingin ibu capai?
5. Aktifitas-aktifitas apa sajakah yang sering diberikan di kelas 5?
6. Apakah aktifitas-aktifitas yang diberikan sudah dapat memfasilitasi siswa untuk mencapai goal?
7. Aktifitas-aktifitas yang seperti apa yang ibu ingin berikan dalam kegiatan belajar dan mengajar?
8. Apa sajakah *teaching resources* bagi kelas 5 di SD Muhammadiyah Bausasran 1 Yogyakarta?

9. Apakah kegiatan yang diberikan sudah memberikan kesempatan bagi siswa untuk berinteraksi menggunakan bahasa yang diajarkan?
10. Media apa yang digunakan ketika menyampaikan materi?
11. Adakah media yang sudah disediakan dari sekolah?
12. Apakah ibu membutuhkan media dalam pengajaran bahasa Inggris? Jika ya, media yang seperti apa yang dibutuhkan?
13. Apakah adik-adik kelas 5 suka dibagi dalam kelompok ketika melakukan aktifitas bahasa Inggris/mengerjakan tugas?
14. Adakah interaksi antara siswa dalam kelompok tersebut?
15. Bahasa apa yang digunakan ketika siswa berinteraksi dalam kelompok?
16. Skills apa yang ingin ibu ajarkan pada adik-adik kelas 5 di SD Muhammadiyah Bausasran 1 Yogyakarta capai?
17. Sudah tersediakah perangkat mengajar yang sesuai dengan kebutuhan ibu dan adik-adik untuk mencapai goal tadi?
18. Topik apa yang ingin diajarkan di kelas 5 SD Muhammadiyah Bausasran 1 Yogyakarta?

APPENDIX 3.2

INTERVIEW GUIDELINES OF THE IMPLEMENTATION

A. For students

1. Menurut kamu gimana tadi pelajaran bahasa Inggrisnya?
2. Kegiatan apa saja yang kamu lakukan dalam pelajaran bahasa Inggris tadi?
3. Asik tidak kegiatan-kegiatan dalam pelajaran bahasa Inggris tadi?
4. Apakah ada kesulitan?
5. Kegiatan apa yang paling kamu sukai tadi?
6. Apa yang kamu dapatkan setelah belajar bahasa Inggris tadi?
7. Di dalam kegiatan belajar bahasa Inggris tadi, apakah kamu sudah berbicara menggunakan bahasa Inggris?
8. Bicaranya bagaimana? Contohnya?
9. Dengan siapa saja kamu tadi berinteraksi dengan menggunakan bahasa Inggris?
10. Berapa orang yang kamu ajak interaksi menggunakan bahasa Inggris?
11. Bagaimana rasanya berinteraksi menggunakan bahasa Inggris?
12. Apakah kamu lebih semangat dibandingkan belajar bahasa Inggris seperti biasanya?
13. Apakah kamu lebih aktif dalam belajar dibandingkan belajar bahasa Inggris seperti biasanya?
14. Kalau dibandingkan dengan kemarin suka mana?
15. Apakah ada kesulitan ketika berbicara menggunakan bahasa Inggris? Jika ada, apa?
16. Apakah lagu yang diputar jelas?
17. Apakah gambar-gambar yang ditunjukan jelas dan menarik?
18. Bagaimana pendapatmu mengenai games yang tadi dimainkan?

B. For teacher

1. Bagaimana perasaan ibu mempraktekan Kits saya?
2. Apakah ibu merasa nyaman dengan Teacher's Guide-nya?
3. Adakah bagian yang membuat ibu tidak nyaman ketika mempraktekannya? Jika ada, bagian yang mana?
4. Apakah Kits mudah dipraktekan?
5. Apakah instruksi-instruksi di dalam Teacher's Guide jelas dan mudah untuk diikuti?
6. Apakah Teacher's Guide membantu ibu dalam melaksanakan kegiatan yang membuat anak berinteraksi?
7. Apakah Kits yang dikembangkan sudah membantu dan berguna bagi pengajaran?
8. Apakah Kits yang saya kembangkan sudah membantu ibu untuk menyelenggarakan kegiatan belajar mengajar yang membuat anak berinteraksi?
9. Apa pendapat ibu mengenai gambar-gambar tadi? Apakah sudah jelas dan menarik? Adakah yang harus diperbaiki?

10. Apa pendapat ibu mengenai lagu tadi? Apakah bagus dan mudah diingat?
11. Apa pendapat ibu mengenai input bahasanya? Apakah sudah sesuai dengan level siswa?
12. Apa pendapat ibu mengenai kegiatan-kegiatan tadi?
13. Apa pendapat ibu mengenai Kits yang saya kembangkan secara keseluruhan?
14. Adakah kekurangannya? Jika ada, apa saja kekurangannya?
15. Apa saran Ibu untuk memperbaiki kekurangan tersebut?

APPENDIX 3.3

INTERVIEW TRANSCRIPTS OF THE NEED ANALYSIS

INTERVIEW 1

Day & Date : Monday, September 12th, 2011
Time : 12.15 p.m.
Place : Classroom
Interviewee : Jalu, Yanuar, Rofi, Umar, Dimas, Kholis, Fikri, Zahra, Rahma, Syifa, Fitria, Samia
Profession : Students of Grade V

R : Bahasa apa yang kalian gunakan di rumah
S : Bahasa Jawa.
S : Jowo.
R : Semuanya bahasa Jawa ?
S : Iyo.
Ss : Iya.
S : Kalau Fikri bahasa Italy!
R : Suka gak sih kalian belajar bahasa Inggris?
Ss : Sukaa!
S : Wah angel raiso aku bahasa Inggris (berbicara dengan teman sebelahny)
R : Sukanya kenapa sih kok suka ?kenapa? karena bahasa Inggris tu kenapa?
S : Seru bu.
S : Karena... asik bu!
R : Kalau kamu suka gak Fikry?
S : Suka.
R : Katanya tadi gak suka?
S : Ass Mboh !
S : Tadi katanya gak suka bu!
S : Saya tidak suka karena bahasa Inggris sulit.
R : Kenapa kalian gak suka bahasa Inggris?
S : Sulit.
S : Susah karena bacanya bu!
S : Susah karena gak ada permainanya bu!
R : Kalian belajar bahasa inggris biar bisa apa sih?
S : Bisa jadi koki.
S : Ngomong.
S : Bisa ngomong bahasa Inggris
S : Kalau besok ke Amerika supaya bisa ngomongnya.
S : Bu aq ke Spanyol bu!
R : Oh, kamu mau ke Spanyol?
S : Iya biar bs ngomong bahasa Inggris. Itu lo bu diajarin ngomongnya. Bosen aku nulis terus pelajarane.
Ss : Iya bu...iya biar bisa ngomong sama bule.

R : Pngen bisa berbicara sama bule ya?
 S : Iya bu. Biar bisa nyanyi bahasa Inggris juga.
 R : Kalau belajar bahasa Inggris temanya pengenya apa? Binatang, pakaian, makanan atau apa?
 Ss : Tentang game!
 S : Yang ada game nya bu!
 S : Bu aku tentang makanan!
 S : Bu aku pakaian.
 S : Lagu-lagu bu tentang lagu-lagu.
 S : Bunga, tentang bunga.
 R : Terus apa lagi?
 S : Bording!
 R : Hah? Bording??
 S : Anu...badan!
 R : Oh, Body?
 S : Nah, iya!
 R : Nah menurut kamu, media apa sih yang kalian suka?
 S : Media cetak !
 R : Media itu bisa gambar-gambar, lagu, cerita, benda-benda tiruan seperti mainan
 S : Gambar-gambar.
 S : Gambar.
 S : Wooo fotocopy fotocopy !
 R : Kalau lagu suka gak?
 Ss : Sukaaa!!
 R : Kalau benda-benda, misalnya Miss bawa buah-buahan plastik, binatang plastik, atau benda-benda nyata seperti buah-buahan beneran di dalam kelas, bagaimana?
 S : Suka.
 Ss : Sukaaa !!
 R : Aktivitas apa sih yang kalian lakukan ketika belajar bahasa inggris ? Yang kalian lakukan ketika belajar bahasa inggris di kelas itu ngapain?
 S : Menulis.
 S : Membuat kalimat.
 S : I don't know! Aku tidak tahu.
 S : Membaca.
 S : Garap LKS, garap buku bu!
 S : Aktivitas apa yang kalian sukai ketika belajar bahasa Inggris? Ketika pelajaran bahasa Inggris kalian pengenya apa?
 S : Main games.
 S : Game.
 S : Bermain games.
 S : Bernyayi.
 R : Kalau mengobrol gitu bermain berkelompok kalian suka gak?
 Ss : Suka
 R : Ok kalian pernah gak belajar di kelas ini secara berkelompok atau berpasangan?
 Ss : Pernah.
 S : Kadang-kadang.
 S : Kadang-kadang...kadang-kadang.
 R : Kegiatan apa yang kalian inginkan ketika belajar kelompok itu?
 S : Sukanya main game bu.
 S : Ngisi TTS tu lo bu!
 R : Gurumu pernah gak sih membacakan cerita?

Ss : Gaaaaaak!!
R : Mengajak bernyanyi?
S : Ra tau bu!
S : Kadang-kadang.
S : Weh ora yo? Kapan?
S : Ngopo ra trimo?
S : Ora yo!
S : Itu kelas satu.
R : Kalau membawa gambar-gambar di kelas?
S : Gak bu!
R : Terus bawa apa?
S : Mmm...bawa buku bahasa Inggris.
S : Yo iyolah, wong guru bahasa Inggris kok ra gowo buku bahasa Inggris.
R : Bawa buku aja?
S : Kadang-kadang bawa soal.
S : Yang difoto kopi tue lo.
R : Item putih dong. Kalian suka gak?
S : Kadang suka kadang tidak.
R : Tidaknya kenapa?
S : Susah.
R : Suka gak kalo kertas-kertas soal tadi ada gambarnya jadi gak item putih.
Ss : Iyaa.
S : Suka.
R : Berwarna?
S : Suka.
S : Bu, warnanya yang *pink* ya, Bu?
S : Gak usah deng Bu, biru aja.
S : Hijau aja Bu!
R : Ok ntar dikasih warna. Emang soalnya yang dikertas itu disuruh ngapain?
S : Yo dikerjain to.
R : Maksud saya bentuk soalnya seperti apa? Ada permainannya tidak?
S : Tidak bu. Seperti a b c an trus ngisi titik-titik.
R : Digarap sendiri?
S : Boleh sebangku.
R : Kalau menurut kalian, belajar berkelompok bisa membantu kalian belajar bahasa Inggris gak?
Ss : Iya bu!
S : Iya bu, kelompok saja ya soalnya ya, Bu?.
R : Kalau menurut kalian enakan belajar sendiri atau berkelompok?
S : Berkelompok.
Ss : Berkelompok bu!
R : Pengerenya kelompoknya berapa orang?
S : Dua..dua Bu!
S : Empat
S : Dua.
S : Yang penting gak garap dewe, haha.
R : Ok. Terimakasih ya adik-adik.

INTERVIEW 2

Day & Date : Monday, September 12th, 2011

Time : 12.50 p.m.

Place : Teachers' Room

Interviewee : Sugiharti, S.Pd

Profession : English Teacher

- R : Selamat siang, Bu. Sebelumnya saya mengucapkan terimakasih karena sudah diperbolehkan untuk mengganggu kelas ibu tadi.
- T : Gak papa, malah seneng to karena dibantu. Gimana mbak tadi sudah liat sendiri kan kelasnya?
- R : Iya Bu, kelasnya memang meriah, hehe. Tapi yang tadi belum cukup untuk melengkapi data, bolehkah saya mewancarai ibu? Ini saya sudah rekam lo bu, hehe.
- T : Ya.
- R : Sebelumnya saya ingin menanyakan profil ibu? Sekolah dan pengalaman mengajar?
- T : Saya kuliah di FKIP Muhammadiyah Sumatera Utara mbak. Mengambil S1 bahasa Inggris. Lulus tahun 1996. Sempat mengajar di Sumatera lalu pindah di Jogja mengajar di SD Lempuyangan 1 dan Bausasran 1 mbak.
- R : Begitu ya Bu. Lalu bagaimana dengan karakteristik anak didik ibu, khususnya adik-adik SD Muhammadiyah Bausasran 1 kelas V?
- T : Ya namanya anak-anak. Kalau diajar pasti ada ramainya. Diajar belum selesai ngerjainya sudah ditinggal ngerjain ngobrolin yang lain. Cepet bosen lah, mbak. Jadi, kalau sudah bosen ya ramai.
- R : Begitu ya, Bu ya. Eee...ada karakter lain bu?
- T : Oya, kalau diajak main games atau nyanyi. Mereka malah "Bu, lagi Bu! Bu, lagi ya Bu". Dulu pernah ada anak KKN mengajak bernyanyi, mereka seneng, seharian minta nyanyi terus.
- R : Begitu ya, Bu. Mmm ... lalu bagaimana cara ibu mengatasi kebosanan tadi?
- T : Saya ajak main game. Kalau sudah ketemu dengan game mereka maunya main terus.
- R : Games nya seperti apa ya, Bu?
- T : Ya paling quiz mbak. Kelas dibagi menjadi empat kelompok. Trus tebak-tebakan. Ya yang seperti tadi di kelas. Misalnya dalam bahasa indonesia What's in the air ... mmm ... transportasi apa in the air ? sebanyak-banyak mungkin , atau on the land? Nanti mereka jawab plane, motorcycle.
- R : Ada games lain, Bu?
- T : Tebak-tebakan aja sih mbak. Nanti yang nebak dapat score. Kalau buat whispering game kan kelasnya gak cukup tidak memungkinkan.
- R : Lalu dengan lagunya, biasanya suka bernyanyi lagu apa, Bu?
- T : This is a wash we ...
- R : Oh, this is the way we wash...
- T : Oh, iya itu. Tapi karena nadanya sama seperti yang di iklan jadi mereka ganti liriknya. Soklin lantai...soklin lantai...soklin lantai.
- R : Hahahaha iya, Bu. Apa lagi ya Bu lagu-lagunya?
- T : Ya sudah, saya suka memberikanya di kelas satu dua.
- R : Apa sih goal yang ingin ibu capai ketika mengajar anak-anak kelas 5?

T : Ya yang diharapkan di kurikulum to mbak. Ya setidaknya ada bekal di SMP nanti. Mereka bisa berbicara walaupun hanya dasar-dasar saja, dan bisa ngerjain soal-soal pas ujian.

R : Lalu aktifitas-aktifitas apa saja yang biasa Ibu berikan?

T : Ya sesuai dengan materinya mbak. Di buku dan LKS kan sudah ada. Aktifitasnya bisa mengambil dari buku dan LKS.

R : Apakah aktifitas-aktifitas yang diberikan dari LKS dan textbook sudah dapat memfasilitasi siswa untuk mencapai goal yang tadi ibu katakan?

T : Sebenarnya belum cukup ya mbak. Untuk LKS dan buku kan menekankan ke baca tulis saja.

R : Jadi aktifitas-aktifitas yang seperti apa lagi yang siswa butuhkan di dalam kegiatan belajar mengajar untuk dapat mencapai goal?

T : Aktifitas speaking ya yang sangat jarang. Aktifitas yang mendorong terjadinya interaksi.

R : Apakah ibu suka membuat aktifitas tersebut?

T : Susah mbak. Ya saya mengakui ya mbak ya, kan pengajaran memang gak ada yang sempurna. Yang saya ajarkan ke siswa kan reading writing ya karena yang di teskan dalam ujian. Paling membuat dialogue. Kelompok yang siap praktek di depan.

R : Ada lagi, Bu?

T : Apa ya? Saya rasa itu saja. Ya mungkin mbak bisa membuatkan kegiatan yang bisa membuat anak-anak saya aktif dan berinteraksi.

R : Apakah ibu merasa sulit untuk membuat anak-anak berinteraksi dalam proses belajar mengajar?

T : Sebenarnya saya selalu berusaha. Saya pernah merencanakan tapi ketika masuk kelas akhirnya tidak sama dengan kemauan anak.

R : Apakah dari sekolah sudah menyediakan perangkat belajar mengajar yang sesuai dengan kebutuhan anak-anak dan guru, seperti perangkat belajar mengajar yang bisa membuat anak-anak berinteraksi?

T : Belum ya. Itu kan kreatifnya dari guru.

R : Apakah ibu membutuhkannya?

T : Ya, itu akan sangat membantu mbak apalagi itu dapat membuat anak-anak aktif dan berinteraksi.

R : Begitu ya, Bu. Kalau mengenai resource bu, biasanya dari mana saja ibu mengambil bahan ajar?

T : Dari buku dan LKS mbak.

R : Jadi, tiap anak memiliki buku dan LKS?

T : Tidak. Hanya LKS. Karena buku tidak wajib punya.

R : Bagaimana dengan games dan lagu-lagu?

T : Ya itu selingan kalau mereka sudah bosan, games dulu.

R : Gamesnya yang tebak-tebakan tadi?

T : Ya paling itu ya mbak tebak-tebakan saja.

R : Media apa yang sering ibu gunakan ketika mengajar?

T : Kan di kelas 5 SD itu sudah tau ya, kalau kelas 1 kan masih ngambang to? Kelas 5 tu... ya sebenarnya di buku itu sudah ada gambarnya to? Anak-anak kelas 5 SD kan sudah tau, misalnya bakso kan udah tau sama bentuk bakso. Sudah bisa dibayangkan. Jadi saya gak ada medianya. Ya karena anak-anak kan sudah tau kalau bakso itu kayak gini bentuknya.

R : Apakah sekolah memberikan media?

T : Tidak ya. Itu kreatifnya dari guru.

R : Jadi apakah ibu membutuhkan media?

T : Iya sih tetap membutuhkan.

R : Media apa ya yang dibutuhkan?
T : Yang menarik dan mudah digunakan ya. Gambar sih kalau ada.
R : Apakah ibu suka membagi anak-anak dalam kelompok ketika mengerjakan tugas?
T : Iya. Mereka semangat kalau dikerjakan bersama-sama. Bisa berdiskusilah.
R : Diskusinya menggunakan bahasa apa, Bu?
T : Ya mereka belum bisa berbahasa Inggris ya...hahaha.
R : Iya, Bu. Skills apa yang ibu ingin ajarkan?
T : Coba speaking ya mbak. Sekali-kali lah mereka bercakap-cakap ya walaupun hanya dasar saja. Karena selama ini yang saya tekankan reading and writing. Ya saya mengajar semuanya. Tapi lebih ke writing dan reading-nya. Karena itu yang ditekankan.
R : Ya coba nanti saya usahakan. Mungkin cukup ini dulu, Bu. Jika ada informasi yang kurang, saya bisa ke sini lagi ya, Bu? Hehe..
T : Ya silakan.
R : Terimakasih ya, Bu.
T : Ya, sama-sama semoga sukses.

APPENDIX 3.4

INTERVIEW TRANSCRIPTS OF THE IMPLEMENTATION

INTERVIEW 1

Unit : 1

Day : Monday

Date : March 12th, 2012

Time : 12.15

- R : Tadi kan udah belajar bahasa Inggris ya, tadi ngapain aja belajar bahasa Inggrisnya? Boleh cerita gak?
- S : Boleh.
- R : Gimana? Ngapain aja?
- S : Tadi hal bahasa Inggris saya bisa belajar bahasa Inggris dan saya juga bermain.
- R : O gitu. Emang tadi kegiatannya ngapain aja?
- S : Tadi bermain.
- S : Bercanda tawa.
- R : Terus, kaya tadi tue asik gak belajar bahasa Inggrisnya?
- S : Asik.
- S : Banget.
- S : Seneng Miss.
- R : Okey, mmm susah gak?
- S : Gak.
- R : Gampang?
- S : Ya
- R : Tadi kamu udah bicara bahasa Inggris belum? Udah ngomong bahasa Inggris belum?
- S : Udah.
- R : Udah ngomong ya. Emang ngomong apa tadi bahasa Inggrisnya?
- Ss : Can I borrow your pencil?
- R : Terus? Udah itu aja?
- Ss : Can I have a
- Ss : Sure
- S : Hahhahahahahaha.
- S : Sure here you are.
- R : Ooo gitu, bagus-bagus! Nah kalau sama teman-teman tadi udah ngomong-ngomong make bahasa Inggris belum?
- Ss : Udah.
- R : Tadi latihanya juga ngomong make bahasa Inggris juga?
- S : Iya.
- R : Tadi kan bermain kartu. Tadi main kartunya make bahasa apa hayo? Bahasa Indonesia atau bahasa Inggris?
- Ss : Bahasa Inggris.
- R : Susah gak?
- S : Agak susah.
- S : Gampang-gampang susah.
- R : Apanya yang susah?
- S : Ya ngapalin can I borrow nya.
- R : O maksudnya cara ngomongnya?
- Ss : Ya.

R : O gitu. Nah emang kamu suka gak sih kalau pelajaran bahasa Inggrisnya kaya tadi?
 S : Seneng.
 R : Tadi kan kita belajar bicara, kalau pelajaran bahasa Inggrisnya latihan ngomong gitu, seneng?
 Ss : Seneng.
 R : Tadi kegiatan apa yang paling kamu sukai?
 Ss : Main kartu!
 Ss : Nyanyi make gaya.
 R : Tadi kan Miss Sugi mainin lagu. Jelas gak lagunya?
 Ss : Jelas... jelas.
 R : Suka gak?
 Ss : Suka.
 S : Ya suka.
 R : Kamu nyanyinya pakai gaya-gaya gak tadi?
 Ss : Hahahahahhahahah.
 R : Seharusnya pakai gaya, haha. Lain kali minta Miss Sugi diajarin gaya ya. Nanti kamu mimpin gaya di depan kelas.
 S : Loh! Hahaha kok aku to Miss?
 Ss : Hahahahahahaha.
 R : Haha. Nah terus kalau gambarnya yang ditunjukkan Miss Sugi tadi jelas gak?
 Ss : Jelas.
 R : Bisa dibaca gak tulisanya?
 Ss : Bisaaa!
 R : Menarik gak?
 Ss : Menarik.
 R : Nah gamesnya gimana?
 Ss : Seru ... seru!
 R : Okey, terimakasih ya ... gitu aja ya.

INTERVIEW 2

Unit : 1

Day : Monday

Date : March 12th, 2012

Time : 12.20

R : Bagaimana Miss perasaanya sudah mempraktekan kits saya?
 T : Ya Alhamdulillah menyenangkan, bagus.
 R : Ee... Apakah Miss bisa menangkap dengan jelas dengan kits yang dikembangkan?
 T : Sudah jelas sekali.
 R : Mmm... Merasa mudah atau tidak untuk mempraktekannya? Atau sempat dibingungkan dengan kits yang dikembangkan?
 T : Tadi karena pakai peraga, jadi ya jelas banget.
 R : Apakah Miss merasa nyaman ketika mempraktekannya?
 T : Nyaman, karena anaknya nyambung to, welcome gitu diajarin tadi.
 R : Adakah bagian-bagian di mana Miss merasa tidak nyaman ketika mempraktekannya?
 T : Kayaknya nyaman sih, gak da masalah.
 R : Apakah instruksi-instruksi di dalam Teache's Guide itu sudah jelas dan mudah untuk dipraktekan?
 T : Jelas dan mudah dipraktekan.
 R : Apakah Teacher's Guide sudah membantu dan berguna untuk pengajaran.
 T : Ya, membantu dan berguna.
 R : Bagaimana dengan gambarnya Miss? Apakah sudah jelas dan menarik?
 T : Gambarnya jelas dan menarik.

R : Adakah yang harus diperbaiki?
T : Ya kalau untuk level 5 ya sudah cukup bagus.
R : Bagaimana dengan lagunya?
T : Lagunya gampang diinget, simpel, enak didengar.
R : Mmm ... dialognya bagaimana Miss? Sudah jelas atau belum ya? Atau mudah atau susah untuk kelas 5 SD?
T : Kalau kelas 5 "Can I borrow your ... " itu kayaknya... Tadi setelah main kuartet itu anak langsung ngomong – langsung ngomong, tadinya terbata-bata, tapi sekarang setelah !!aku bisa ... !! aku bisa. Jadi anak bagus.
R : Mmm... o ya ya. Ee ... Menurut Miss, bagaimana dengan kegitanya tadi Miss?
T : Seru ya..seru
R : Ok. Mmm ... apakah yang saya kembangkan ini sudah membantu mmbuat anak-anak berinteraksi satu dengan yang lain?
T : Ya, sangat membantu.
R : Ok. Bagaimana menurut Miss, mengenai kits yang saya kembangkan?
T : Ya sudah cukup bagus. Sudah menarik.
R : Apakah menarik?
T : Menarik, sangat menarik.
R : Ada kekurangannya atau tidak? Jika ada apa ya Miss?
T : Kalau kekurangannya kalau kelas 5 mungkin kalau sebatas alat-alat tulis, anak-anak mungkin sudah bisa ya.
R : Dari teacher's guide tadi ada kekurangannya gak Miss?
T : Teacher's guide gak ada.
R : Lalu kesimpulan dari kits ini bagaimana Miss?
T : Sudah bagus, sudah baik. Anak-anak berinteraksi. Pokoknya sukses
R : Ok. Terimakasih ya Miss.
T : Ya.

INTERVIEW 3

Unit : 2

Day : Monday

Date : March 19th, 2012

Time : 12.15

R : Nah, tadi kan sudah belajar bahasa Inggris critanya. Menurut kamu gimana tadi pelajaran bahasa Inggrisnya?
Ss : Menyenangkan
S : Seru
R : Bisa lebih keras gak?
Ss : Menyenangkan!
R : Aktifitasnya tadi ngapain aja?
Ss : Bermain, belajar, menyanyi
R : Seru gak sih kalau pelajarannya kayak gitu?
Ss : Seruu!!
R : Gampang gak?
Ss : Gampang
R : Ada susahnyanya gak?
S : Ada
Ss : Enggak
R : Ada, apa? Kamu tadi bilang ada. Susahnya yang gimana tadi?
Ss : mmm ...
R : Susah gak sih?
Ss : Gak ada yang susah.

R : Oh, gak ada yang susah.
 R : Trus dari semua kegiatan ini, aktifitas yang paling disukai yang mana?
 S : Yang bermain.
 R : Bermain yang mana?
 Ss : Sheet A sheet B.
 R : Sheet A sheet B? Oh yang information gaps game
 S : Ya.
 R : Ok, nah suka gak sih yang permainan tadi?
 Ss : Suka!! Suka !!
 R : Sukanya kenapa?
 Ss : Seru.
 R : Nah kalau mainan yang nebak-nebak tempat tadi gimana?
 S : Seru juga, Miss.
 S : Ada hadiahnya, hahaha.
 R : Seru, oh OK. Nah apa yang kamu dapatkan setelah belajar bahasa Inggris tadi?
 S : Pengalaman
 R : Pengalamanya apa nieh? Boleh cerita dong.
 S : Bisa belajar bahasa Inggris, jadi lebih gampang.
 R : Trus bisa membuat kalian berbicara dengan bahasa Inggris gak?
 Ss : Ya...yaa..!
 R : Biasanya kalau belajar bahasa Inggris bagaimana?
 S : Ya cuma di sekolah saja?
 R : Kegiatanya bagaimana?
 S : Nulis, ngerjain soal.
 R : Ngerjain soal dimana?
 S : Di LKS, di Buku Paket.
 R : Ok. Nah. Apakah kamu hari ini belajar berbicara menggunakan bahasa Inggris?
 Ss : Ya...
 R : Nah tadi kamu berbicara menggunakan bahasa Inggris dengan siapa saja?
 Ss : Temaaann.
 R : Trus...?
 Ss : Guru
 R : Berapa teman yang kalian ajak bicara tadi?
 S : Dua
 S : Aku satu
 R : Tadi berbicara menggunakan bahasa Inggris gak dengan bu guru?
 Ss : Ya!
 R : Gimana rasanya ngomong menggunakan bahasa Inggris?
 S : Agak enak.
 R : Hahah agak enak trus... merasa malu tidak? Deg-degan? Takut salah? Apa malah senang menggunakan bahasa Inggris?
 Ss : Senang. Senang
 R : Pelajaran tadi tuh jadi nambah semangat gak sih?
 Ss : Semangat.
 R : Kamu merasa lebih aktif gak dalam pelajaran tadi?
 Ss : Lebih aktif.
 R : Mmm asik gak?
 Ss : Asik..!!
 R : Kalau dibandingkan dengan kemaren? Yang paling enak yang mana?
 Ss : Yang sekarang.
 R : Lagunya tadi menarik gak?
 Ss : Menarik.
 S : Suaranya yang nyanyi lucu, Miss.
 R : Apakah materi bahasa Inggris dan lagunya tadi jelas?
 S : Jelas, Miss.

R : Gambarnya? Petanya jelas gak?
 S : Jelas
 R : Gambar-gambar dan petanya?
 Ss : Bagus.
 S : Bu katanya Fikri pengen minta gambarnya...hahaha
 R : Bahasa yang diajarkan bagaimana?
 S : Gampang.
 S : Gampang ada susahnya.
 R : Ok. Terimakasih ya.

INTERVIEW 4

Unit : 2

Day : Monday

Date : March 19th, 2012

Time : 12.30

R : Bagaimana Miss perasaanya tadi sudah mempraktekkan kits saya yang ke unit ini?
 T : Ok, ya akhirnya selesai juga yang di teliti, perasaanya sih sebagai yang diprasahi ya seneng sih, seneng.
 R : Merasa nyaman atau tidak Miss dengan teacher's guidenya?
 T : Yang ini saya lebih nyaman ya. Lebih nyaman, lebih enak.
 R : Tadikan ada beberapa aktifitas yang dikembangkan, nah bagaimana menurut Miss dengan aktifitas-aktifitas yang sudah dikembangkan? Apakah sudah sesuai dengan kemampuan siswanya? Atau apakah terlalu susah? Atau sudah cukup? Atau mudah? Atau dari Miss sendiri merasa tidak nyaman dengan aktifitas yang dikembangkan seperti tadi?
 T : Kayaknya sudah baik, sudah lancar, tidak ada yang perlu di inikan, sudah menyenangkan.
 R : Jadi sudah tidak ada masalah dengan aktifitasnya?
 T : Sudah tidak ada masalah dengan aktifitasnya.
 R : Nah adakah bagian yang membuat ibu merasa tidak nyaman dari kits tadi? Apakah ada yang membuat merasa "Aduh saya kok kurang sreg kalau begini".
 T : Enggak sih, kayaknya juga tidak ada masalah tuh.
 R : Apakah instruksi-instruksi yang ada pada teacher's guide itu susah dipahami atau ruwet bahasanya? Atau ada yang perlu diperbaiki?
 T : Sudah tidak ada yang perlu diganti, anak-anak kan juga sudah gak ada masalah dengan instruksinya.
 R : Untuk Miss sendiri ketika membaca teacher's guide-nya bagaimana?
 T : Kalau langkah-langkah itu kalau gak dipraktekan kayaknya kok banyak. Tetapi setelah dilalui ternyata kok simpel, mudah.
 R : Jadi apakah teacher's guidenya membantu, Miss?
 T : Membantu, sangat membantu.
 R : Bagaimanakah pendapat Miss, apakah Kits ini bisa mendorong terjadinya interaksi
 T : Ya, sangat membantu.
 R : Kalau dibandingkan dengan kemarin Miss, kegiatan-kegiatan yang lalu interaktifan mana ya?
 T : Kayaknya lebih interaktifan yang ini ya.
 R : Bagaimana Miss lagunya, apakah jelas?
 T : Oh, sangat jelas.
 R : Apakah bahasa yang diajarkan mudah? Atau terlalu susah? Terlalu ribet?
 T : Kayaknya mudah ya ... "Where is the" ya mudah itu, mudah dipahami.

- R : Gambar-gambarnya bagaimana Miss? Tadi yang di papan tulis, petanya juga bagaimana Miss?
- T : Gambar-gambarnya sangat menarik, sangat jelas.
- R : Bagaimana dengan gamesnya?
- R : Adakah kekurangan dengan Kits saya, Miss?
- T : Kayaknya sudah baiklah, sudah cukup baik. Tidak ada kekurangan.
- R : Berarti tidak ada yang perlu diperbaiki lagi Miss?
- T : Tidak-tidak. Anak-anak juga senang. Cuma tadi petunjuknya kurang panjang direction kartunya dan menurut saya tidak perlu dipake tulisan bawahnya. Ya mungkin petunjuknya agak dipanjangkan. Jadi sesuai dengan peta. Trus yang gambar ada directionnya yang awal lebih baik ada tulisanya jadi biar anak tau tulisanya.
- R : Ya Miss. Terimakasih.
- T : Ya sama-sama.

INTERVIEW 5

Unit : 3

Day : Monday

Date : March 26th, 2012

Time : 12.15

- R : Ok, boleh tau gak namanya siapa?
- S : Erfan
- S : Fikri
- S : Rizal
- S : Rahma
- S : Febby
- R : Nah, tadikan sudah belajar bahasa Inggris dengan Miss Sugi ya. Menurut kalian gimana tadi pelajaran bahasa Inggrisnya?
- S : Menyenangkan.
- S : Menarik.
- R : Wah menyenangkan? Menarik, terus?
- S : Banyak tambahan kata-kata.
- R : Aktifitas-aktifitasnya tadi ngapain aja?
- S : Menanyakan? ...mmm What do you like to wear?
- R : Oo... Seru gak sih?
- Ss : Seruu!
- R : Itu tadi susah atau gampang?
- S : Gampang.
- S : Gampang-gampang susah.
- R : Susahnya yang mana?
- S : Yang mencari games kartu.
- R : Tapi asik gak sih?
- Ss : Asiiik!!
- R : Dari aktifitas-aktifitas tadi yang paling disukai apa?
- S : Games pakai kartu.
- R : Oh yang pakai kartu, yang clothes swap game ya.
- R : Apa yang kamu dapatkan dari belajar bahasa Inggris tadi?
- S : Mmm... hihhi.
- S : Berbicara dengan bahasa Inggris.
- R : Apa kamu merasa lebih aktif?
- Ss : Iya.
- S : Tau kosakata-kosakata.

R : Oh gitu, terus? Apakah tadi juga belajar berbicara menggunakan bahasa Inggris?
 Ss : Ya!
 R : Bicaranya gimana?
 Ss : What do you like to wear?
 R : Oh...Pakaian apa yang kamu suka kenakan. Kalau kamu suka apa?
 S : Red! Red!
 R : Red apa?
 S : Merah.
 R : Kalau kamu? Pink jangan-jangan.
 Ss : Hahahahaha...
 S : Black... Black shirt!
 R : Kalau kamu?
 S : Yellow t-shirt.
 R : Tadi sudah ngomong pakai bahasa Inggris ke siapa aja?
 Ss : Teman!
 R : Temenya tadi ada berapa yang diajakin ngomong?
 S : 22
 S : Ora.
 Ss : Hahahah. Ngawur!
 R : Hahaha ada berapa?
 S : Mmm ... empat!
 S : Lima.
 S : Lima!
 R : Ngomong menggunakan bahasa Inggris dengan bu guru juga gak?
 S : Ya.
 S : Bahasa Indonesia.
 R : Kalau kamu?
 S : Inggris.
 S : Bahasa Inggris.
 R : Tapi tadi udah belajar ngomong menggunakan bahasa Inggris belum dengan Miss Sugi?
 Ss : Udah!
 R : Nah, gimana sih rasanya ngomong menggunakan bahasa Inggris dengan teman-teman dan bu guru?
 S : Rasanya susah, soalnya tadinya gak bisa ngomong bahasa Inggris.
 S : Asik.
 S : Seru!
 S : Gampang.
 S : Susah-susah gampang.
 R : Tapi perasaanya gimana tu? Hari ini banyak belajar berbicara menggunakan bahasa Inggris?
 Ss : Senang!
 S : Seru.
 R : Kamu gimana dalam pelajaran bahasa Inggris jadi lebih aktif?
 Ss : Jadi lebih aktif.
 R : Lebih aktif mana dengan pelajaran yang dulu-dulu?
 Ss : Sekarang!
 R : Jadi semangat ga belajar bahasa Inggrisnya tadi?
 S : Semangat!
 R : Apa yang bikin semangat?
 S : Pelajaran bahasa Inggrisnya.
 S : Ada gamesnya.
 S : Ada lagunya.
 R : Nah kalau dibandingkan dengan quartet game kemaren? Dibandingkan dengan pelajaran bahasa Inggris kemarin? Seru yang mana?

S : Sekarang.
 R : Lebih disuruh berbicara yang mana?
 S : Yang kemarin main peta.
 R : Lagunya jelas gak?
 S : Jelas.
 R : Lagu dan gamesnya susah gak?
 Ss : Gaaak!
 S : Lagunya tadinya susah tapi gampang.
 R : Gambarnya dan kartu-kartunya jelas gak tadi?
 Ss : Jelas.
 R : Gambarnya bagus gak?
 Ss : Bagus.
 R : Gamesnya?
 Ss : Gamesnya seru!
 R : Bahasa yang diajarkan tadi susah gak?
 Ss : Enggak.
 R : Kamu?
 S : Mudah
 R : Ok. Yasudah terimakasih ya atas waktunya.

INTERVIEW 6

Unit : 3

Day : Monday

Date : March 26th, 2012

Time : 12.30

R : Bagaimana, perasaanya mempraktekan kits saya tadi, Miss?
 T : Perasaanya seneng. Menyenangkan.
 R : Merasa nyaman atau tidak dengan teacher's guidenya tadi?
 T : Nyaman.
 R : Bagaimana dengan aktifitas-aktifitasnya? Apakah terlalu ribet dan susah untuk dipraktekan?
 T : Ya karena permainan, suasana kelasnya jadi rame.
 R : Apakah ada masalah dengan aktifitasnya?
 T : Gak ada.
 R : Apakah instruksi-instruksi yang ada di teacher's guide susah dipahami dan susah untuk dilaksanakan?
 T : Tidak.
 R : Gampang?
 T : Ya gampang.
 R : Apakah teacher's guideya membantu dalam pelaksanaan kegiatan belajar mengajar?
 T : Membantu.
 R : Dan kitsnya?
 T : Membantu. Sangat-sangat membantu.
 R : Apakah dengan Kits ini kelas bahasa Inggris Miss Sugi menjadi interactive?
 T : Ya pasti interaktif anak-anaknya. Apalagi ada gamesnya, lagunya, dengan gambar.
 R : Kalau lagunya?
 T : Asik.
 R : Jelas tidak?
 T : Jelas.
 R : Bahasa yang diajarkan apakah terlalu susah, Miss?
 T : Enggak. Kayaknya umum ya.
 R : Tadi gambar-gambarnya gimana Miss?

T : Gambarnya jelas, menarik.
R : Gamesnya bagaimana?
T : Bagus.
R : Apakah ada kekurangan dalam kits ini, Miss?
T : Gak ada ya. Dari segi materi juga sudah bagus.
R : Terimaasih ya Miss.
T : Ya sama-sama.

APPENDIX 4

DATA COMPUTATION

Tabulated of Computation Data of Material Evaluation by Expert and Teachers

No.	Material Aspect					Resource Aspect				Activities Aspect								Teacher's Role Aspect					Learner's Role Aspect		
	1	2	3	4	5	1	2	3	4	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3
1	4	4	4	4	5	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4
2	5	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	5	4	4	4	4	4	5	5	4
3	4	4	4	4	5	4	4	4	5	5	5	5	5	5	4	5	4	4	4	4	4	4	5	4	4
4	4	5	3	3	4	5	4	4	4	5	4	4	4	4	4	5	5	4	4	5	4	4	4	4	5
5	4	4	4	4	4	5	5	4	5	4	5	5	5	5	5	5	4	4	4	4	4	4	5	4	4
6	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4
7	4	5	5	5	5	5	5	4	4	4	5	5	4	5	5	5	5	4	5	4	4	4	5	5	5
8	4	4	4	5	5	5	5	4	4	5	5	5	5	5	5	5	4	4	4	5	4	4	4	5	5
9	4	5	4	5	5	5	4	4	4	5	5	4	5	5	5	5	4	4	5	4	4	4	4	4	4
10	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4
11	4	4	5	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4
12	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4
Σ	253					203				435								245					154		
\bar{X}	21.1					16.9				36.2								20.4					12.8		

No.	Course Grid Aspect			Lesson Plan Aspect				Teacher's Guide Aspect				Worksheet Aspect				Media Aspect				Lay Out Aspect		
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
1	4	4	4	5	4	4	4	4	4	5	5	4	4	4	4	5	5	4	5	4	4	4
2	4	4	4	4	4	4	4	4	4	5	4	3	4	4	4	5	4	4	4	5	4	4
3	4	4	4	4	4	5	4	4	4	5	5	4	5	4	4	4	5	5	5	4	5	4
4	4	5	5	4	5	4	4	4	4	5	5	4	4	4	4	5	4	5	5	4	4	4
5	4	4	4	4	5	4	4	4	4	5	5	4	4	4	4	5	4	4	4	4	4	4
6	4	4	4	4	4	5	4	4	5	5	5	4	5	4	4	4	5	5	5	4	4	4
7	4	4	4	3	4	4	4	5	5	5	5	4	4	4	4	5	5	5	4	4	4	4
8	4	5	5	4	4	5	4	5	5	5	4	4	5	4	4	4	4	4	5	4	4	4
9	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	5	5	4	4	4	5	4
10	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	5	5	5	5	4	4	4
11	4	4	4	4	4	4	4	4	4	4	5	3	4	4	4	5	5	4	4	4	4	4
12	4	4	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	5	5	4	4	4
Σ	149			197				218				193				220				147		
\bar{X}	12.4			16.4				18.2				16.1				18.3				12.2		

Tabulated of Computation Data of Implementation by Students UNIT 1

No	Material Aspect		Learning Resources Aspect					Activities Aspect							Student's role Aspect				Media Aspect		
	1	2	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	1	2	3
1	4	5	5	4	4	4	5	4	4	5	4	4	5	4	5	4	4	4	4	4	4
2	4	4	4	3	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4
3	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	5	4	5	4	4	4	4	4	5	5	5	4	5	5	5	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4
6	4	4	4	5	4	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5
7	3	5	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
9	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5
10	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4
11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
12	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	4
13	5	5	4	4	5	4	4	4	5	5	5	5	5	5	5	5	5	5	4	4	4
14	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	4	4
15	4	4	5	4	4	5	4	5	5	4	5	4	5	5	4	4	4	4	4	4	4
16	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4
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22	4	5	4	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4
23	5	5	4	5	4	4	4	5	4	4	5	5	5	5	5	4	4	4	4	4	4
Σ	197		492					726							393				278		
\bar{X}	8.6		21.4					31.6							17.08				12.1		

Tabulated of Computation Data of Implementation by Students UNIT 2

No	Material Aspect		Learning Resources Aspect					Activities Aspect							Student's role Aspect				Media Aspect			Worksheet Aspect			
	1	2	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	1	2	3	1	2	3	4
1	4	4	4	5	5	5	5	4	5	4	4	4	4	5	4	5	5	5	4	4	5	4	4	4	5
2	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	5	5
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	4	4	5	4
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6	4	4	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4
7	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
8	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5
9	5	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	5
10	3	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4
11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
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18	4	5	4	4	4	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5
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23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Σ	194		497					717							418				304			401			
\bar{X}	8.4		21.6					31.2							18.2				13.2			17.4			

Tabulated of Computation Data of Implementation by Students UNIT 3

No	Material Aspect		Learning Resources Aspect					Activities Aspect							Student's role Aspect				Media Aspect			Worksheet Aspect			
	1	2	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	1	2	3	1	2	3	4
1	4	5	4	4	5	4	4	4	5	4	4	4	4	5	5	4	4	4	4	4	5	1	2	3	4
2	5	4	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5
3	5	4	4	4	5	4	4	5	5	4	5	4	5	4	4	4	5	4	4	4	4	4	4	5	5
4	4	5	4	4	4	4	4	5	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	4
5	4	4	4	4	4	5	4	4	4	5	4	4	4	5	5	5	5	5	4	5	5	4	4	5	4
6	5	4	5	5	4	4	4	5	5	4	5	5	5	5	4	4	5	5	5	5	5	4	4	5	4
7	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	3	4	4	4	4	4	5	5	4	4
8	4	5	5	4	5	4	4	5	5	5	5	5	5	5	4	4	4	4	4	5	4	5	4	5	5
9	4	3	4	4	3	4	3	4	4	3	3	3	4	5	4	4	4	4	3	4	3	4	3	3	4
10	5	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5
11	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4
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14	4	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5
15	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4
16	4	4	5	4	4	4	4	5	5	5	5	4	5	5	5	4	4	5	4	5	4	4	4	4	4
17	5	4	5	5	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	5	5	4	4	4	4
18	4	4	4	5	4	4	4	5	4	5	4	5	5	5	4	4	4	4	4	4	4	4	4	4	4
19	4	5	4	4	4	5	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4	5
20	4	4	5	4	4	5	5	5	5	4	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4
21	5	4	4	5	4	4	4	5	4	5	5	4	4	5	4	3	4	4	4	3	4	4	5	4	4
22	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4
23	4	5	5	4	4	4	4	4	5	4	5	5	4	5	5	4	4	4	5	4	5	4	4	5	5
Σ	194		483					697							383				292			384			
\bar{X}	8.4		21					30.3							16.6				12.7			16.7			

APPENDIX 5
FIRST DRAFT

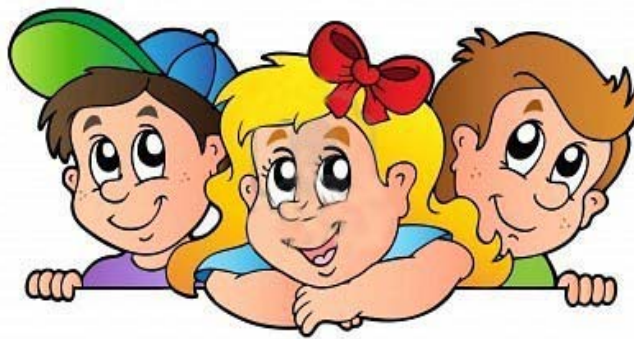
Teaching and Learning Kits for Promoting Interaction



Diah Pramita .S.

GRADE

5



Kata Pengantar

Era globalisasi telah tiba. Dalam era yang seolah tanpa jarak itu, komunikasi antar bangsa memegang peranan sangat penting. Bahasa Inggris sebagai bahasa dunia akan diperlukan dan digunakan orang di seluruh jagat. Itulah sebabnya, belajar berkomunikasi dengan bahasa Inggris sejak dini merupakan pilihan yang bijak.

Teaching and Learning Kits for Promoting Interaction ini disusun untuk menunjang pilihan bijak tersebut. Dengan *kits* ini, diharapkan belajar berkomunikasi dengan bahasa Inggris bukanlah hal yang sulit, terutama bagi anak-anak. *Kits* ini disajikan dengan materi dan kegiatan-kegiatan yang mendorong terjadinya interaksi. Dengan panduan yang mudah diikuti bapak dan ibu bisa mendorong siswa untuk mempraktekan bahasa dengan cara yang menyenangkan.

Teaching and Learning Kits for Promoting Interaction ini merupakan langkah-langkah mengajar untuk mendorong timbulnya percakapan atau dialog dalam bahasa Inggris. Untuk mendukung proses pembelajaran, *kits* ini telah disertai dengan media dan *worksheet*. Media pembelajaran yang tersedia adalah CD lagu-lagu berbahasa Inggris, kartu quartet, flashcards, gambar peta, dan gambar-gambar yang telah disesuaikan dengan materi yang akan diajarkan. Sedangkan *worksheet* didesain dengan kegiatan yang sesuai dengan anak-anak. Dengan tampilan yang menarik dan penuh warna akan menambah motivasi siswa mengerjakan kegiatan di dalam *worksheets*.

Teaching and Learning Kits for Promoting Interaction ini dikembangkan berdasarkan kurikulum dengan mempertimbangkan kebutuhan dan karakteristik guru dan siswa. *Kits* ini diramu dan disajikan secara menarik. Diharapkan, *kits* ini turut memberi sumbangan yang berarti dalam menyiapkan siswa-siswi berkomunikasi dalam bahasa Inggris menghadapi era globalisasi. Dalam proses belajar mengajar bapak dan ibu guru diharapkan untuk bisa mengembangkan *kits* ini. Terimakasih.

Yogyakarta, 16 Januari 2012

Penulis

Course Grid

Unit	Basic Competence	Indicators	Learning Materials	Learning Activities	Teaching Activities	Input Text	Media	Time
1. Can I Borrow Your Pencil?	6. Berbicara 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang.	1. Ss are able to say the names of things in their bag. 2. Ss are able to use the expressions of asking for and giving things. 3. Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.	Language function : Asking for and giving things in the bag. Examples of expressions : - Can I borrow your pencil? - Sure, here you are. - I'm sorry I'm using it. Key Grammatical structure: - Modal+S+V+ determiner + P Key Vocabulary: a sharpener scissors, a crayon, a pen, a pencil, a ruler, an eraser, a correction pen	Presentation : - Saying the names of things in the bag. - Giving things to the teacher. - Imitating the use of the expressions. - Asking for and giving things each other. - Observing the dialogue pictures . - Listening to a song. - Saying the expressions in the song. - Singing the song with action. Practice: - Practicing a dialogue of asking for and giving things with their	Presentation : - Asking the students to review the names of things in the bag. - Asking for things to the students. - Modelling the use of the expressions. - Asking the student to ask for and give thing to his/her friend. - Inviting the students to observe the dialogue pictures. - Inviting the students to listen to a song. - Asking the students to say the expressions mentioned in the song. - Inviting the students to sing "Can I Borrow your Pencil?" song together with action. - Giving correction to their pronunciation. Practice: - Asking the students to do role playing to practice a dialogue of asking for and giving things with their	- a song of "Can I Borrow your Pencil" - Dialogues including expressions of asking for and giving things	- CD of songs - stationery items - pictures of dialogue asking for and giving things - sets of games quartet cards	2 x 35 minutes

				<p>partner (role play).</p> <p>Production :</p> <ul style="list-style-type: none"> - Playing a quartet card game. 	<p>partner.</p> <ul style="list-style-type: none"> - Giving them the situation and the example of the dialogue first then asking them to act it out. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job” etc. <p>Production :</p> <ul style="list-style-type: none"> - Inviting students to play a “quartet card game”. - Dividing the students into groups of four. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then asking them to play. - Monitoring the groups. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job” etc. 			
2. Where is the library?	<p>6. Berbicara</p> <p>6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak</p>	<ol style="list-style-type: none"> 1. Ss are able to use vocabulary and expressions in giving directions. 2. Ss are able to say the expressions of asking for and 	<p>Language function :</p> <p>Asking for and giving directions.</p> <p>Example of Expression :</p> <ul style="list-style-type: none"> - Excuse me where’s 	<p>Presentation :</p> <ul style="list-style-type: none"> - Saying the direction vocabulary. - Responding to the teacher by sticking 	<p>Presentation :</p> <ul style="list-style-type: none"> - Saying directions vocabulary by pictures then asking the students to repeat it. - Putting a big school map on the board then asking for 	<ul style="list-style-type: none"> - a song of “Where Is the Library?” - dialogues including 	<ul style="list-style-type: none"> - CD of songs - a big school map - pictures of 	2 x 35 minutes

	tutor: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.	3. giving directions from the song. Ss are able to ask for and give directions to their partner based on the context.	<p>the library?</p> <ul style="list-style-type: none"> - Go straight and turn right. It's next to the canteen. <p>Key Grammatical Structure :</p> <ul style="list-style-type: none"> - WH Q+tobe+ determiner+N - V+adv <p>Key Vocabulary : Classroom, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, toilet, field, library, canteen, teacher's room, principal's office, laboratory, parking area, computer room, turn left, turn right, go straight, it's next to the (canteen)</p>	<p>the direction cards.</p> <ul style="list-style-type: none"> - Listening to a song and taking a good look at the map. - Responding to the song. - Singing the "Where's the library?" <p>Practice :</p> <ul style="list-style-type: none"> - Responding to the teacher and friends. <p>Production :</p> <ul style="list-style-type: none"> - Playing an 	<p>directions to some places in the map.</p> <ul style="list-style-type: none"> - Inviting the students to listen a "Where's the library?" song and taking a good look at the map. - Stopping the song while they are in the middle of listening, then asking them what directions may come next. (Ss can predict what directions may come next by looking at the map on the board). - Dividing the students in halves then Asking them to sing "Where's the Library?" song by turns (the half of the class sing the asking directions part and the rest sing the giving directions part). <p>Practice :</p> <ul style="list-style-type: none"> - Asking the students to take a good look at the map on the board then asking for directions to some places. - Asking the students to give directions to get to some places on the map to their friends then asking the them to guess the place. <p>Production :</p> <ul style="list-style-type: none"> - Inviting the students to play 	expressions of asking for and giving	directions worksheets	
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				information gap game.	information gap game in pairs. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, “Good Job” etc.			
3. I’m wearing a white shirt	2. Berbicara 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan	<ol style="list-style-type: none"> 1. Ss are able to say the names of clothing items. 2. Ss are able to use the expressions of asking for and giving information about what they are wearing from the song. 3. Ss are able to ask and give information about what they are wearing based on the context. 	<p>Language Function : Asking for and giving information.</p> <p>Examples of Expressions :</p> <ul style="list-style-type: none"> - What are you wearing? - I’m wearing a white shirt. <p>Key Grammatical Structure :</p> <ul style="list-style-type: none"> - WH Q + tobe+ S Ving? - S+ tobe+Ving+NP <p>Key Vocabulary: A red trousers, a white shirt, a black belt, a yellow cap, a</p>	<p>Presentation :</p> <ul style="list-style-type: none"> - Saying the names of clothing items. - Responding to the teacher’s questions. - Imitating the use of the expressions. - Asking for information about what his/her friends are wearing. - Listening to a song. - Saying the expressions in the song. - Singing the “I’m Wearing a White Shirt” song. 	<p>Presentation :</p> <ul style="list-style-type: none"> - Asking the students to review the names of clothing items by large flashcards. - Asking for information about what the students are wearing. - Giving them example how to express the expression and ask them to repeat it. - Asking them to ask his/her friends what they are wearing. - Inviting the students to listen to a song. Asking the students to repeat the expressions mentioned in the song. - Inviting students to sing “I’m Wearing a White Shirt” song together. - Giving correction to their 	<ul style="list-style-type: none"> - “I ‘m Wearing a White Shirt” song. - Dialogues including expressions of asking for and giving information about what they like to wear. 	<ul style="list-style-type: none"> - Pictures of clothing items. - set of clothing items flashcards - CD of songs 	2 x 35 minutes

			blue jeans, a green trousers.	<p>Practice :</p> <ul style="list-style-type: none"> - Practicing the dialogue of asking and giving information what they are wearing. <p>Production :</p> <ul style="list-style-type: none"> - Playing a “swap clothes” game. 	<p>pronunciation and phrase.</p> <p>Practice :</p> <ul style="list-style-type: none"> - Asking the students to do role play a dialogue asking for and giving information about what they are wearing. based on situation given by teacher in pairs. - Monitoring the class and listen to as many of the pairs. - Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, “Good Job”, etc. <p>Production :</p> <ul style="list-style-type: none"> - Inviting students to play “a swap clothes” game. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”. 			
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Lesson Plan

Can I Borrow Your Pencil?

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan meminta barang, dan memberi barang.

Indicators :

- Ss are able to say the names of things in their bag.
- Ss are able to use the expressions of asking for and giving things.
- Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.

Kinds of text : short functional text (asking for and giving things)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective : Ss are able to ask for and give things to their partner using the expression of asking for and giving things based on the context.

B. Learning material :

Sample of expression

A : "Can I borrow your pencil?"

B : "Sure, here you are"

A : "Can I borrow your pencil?"

B : "I'm sorry I'm using it"

Structure : Modal+S+V+N?

Vocabulary

Example : a sharpener, a pen, a pencil, a ruler, an eraser, a correction pen, scissors, a crayon

Pronunciation : /ə ʃɑː.pən.ər/, /ə pen/, /ə pent .səl/, /ə ruː.lər/, /ən ɪˌreɪ.zər /, /ə.

kərek.ʃən. pen/, /'slz.ə z/, / ə krel.Dn/.

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening:

Greeting, checking attendance, praying, leading in.

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the names of things in the bag. - Giving things to the teacher. - Imitating the use of the expressions. - Asking for and giving things each other. - Observing the dialogue pictures. - Listening to a song. - Saying the expressions in the song. - Singing the song with action. 	<ul style="list-style-type: none"> - Asking the students to review the names of things in the bag. - Asking for things to the students. - Modelling the use of the expressions. - Asking the student to ask and give thing to his/her friend. - Inviting the students to observe the dialogue pictures. - Inviting the students to listen to a song. - Asking the students to say the expressions mentioned in the song. - Inviting the students to sing “Can I Borrow your Pencil?” song together with action. - Giving correction to their pronunciation.
Practice	<ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving things with their partner. 	<ul style="list-style-type: none"> - Asking the students to do role playing to practice a dialogue of asking and giving things with their partner. - Giving them the situation and example of the dialogue first then asking them to act it out. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great”, etc.
Production	<ul style="list-style-type: none"> - Playing a quartet card game. 	<ul style="list-style-type: none"> - Inviting students to play a “quartet card game”. - Dividing the students into groups of four. - Telling the rules of the game clearly to the students. Giving them example of how to play the game first then ask them to play. - Monitoring the class and listening to the groups in the class while giving them assessment if it is needed. - Giving comments to their performance by saying “Well done, Very Good, Great”, etc.

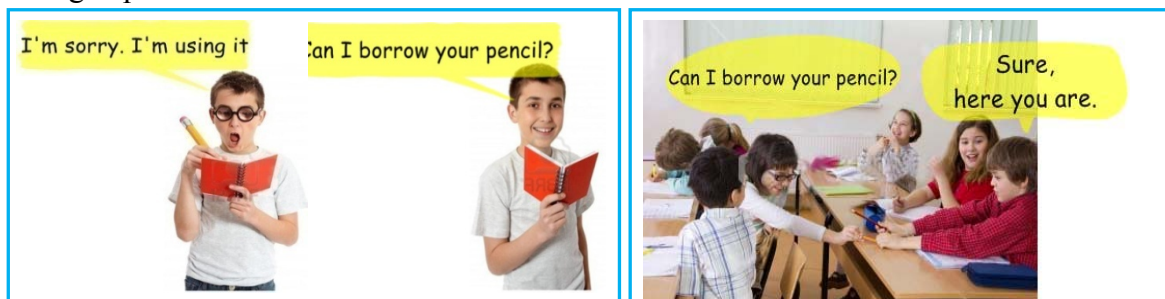
Plenary:

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?
- Further guidance : -
- Reflection : Do you like today's activities? Do you like the song? Do you like the game?

E. Source and media :

- stationery items
- dialogue pictures



- a song of "Can I Borrow Your Pencil?"

Allegro 2/4 1=C													
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can I bor-row your ru -ler your ru -ler your ru -ler?													
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can I bor-row your ru -ler? Sure. Here you are													
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can I bor-row your pencil your pencil your pencil?													
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can I bor-row your pencil? I'm sorry. I'm using it													

- sets of games quartet cards



F. Assessment

1. Technique : non-test
2. Type : student's performance, student's participation
3. Instrument : Get four cards about the same pictures, by asking for a thing with expressions that we have learnt, e.g. "Can I borrow your pen?" answer with "Sure, here you are", if you have the card, but answer with "I'm sorry I'm using it" if you don't have the card".

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

Yogyakarta, _____

School Principal

English Teacher

Lesson Plan

Where Is the Library?

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan petunjuk.

Indicators :

- Ss are able to use vocabulary and expressions in giving directions.
- Ss are able to say the expressions of asking for and giving directions from the song.
- Ss are able to ask for and give directions to their partner based on the context.

Kinds of text : short functional text (asking for and giving directions)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective : Ss are able to ask for and give directions to their partner using the expression of asking for and giving directions based on the context.

B. Learning material

Sample of expressions:

A	: "Excuse me where's the library?"
B	: "Go straight and turn right. It's next to the canteen".
A	: "Thank you"
B	: "You are welcome".

Structure : WH Question+ determiner+N?

V+Adv

Vocabulary

Example : classroom, 1th grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, toilet, field, library, canteen, teacher's room, principal's office, laboratory, turn left, turn right, go straight, it's next to

Pronunciation : /'klɑːs.ru:m/, /fɜːst. greɪd/ ,/sek.ənd greɪd/, /θɜːd greɪd/, /fɔːrθ greɪd/, /fɪfθ greɪd/, /sɪksθ greɪd/, /'tʃɪ.lət/, /fiːld/, /'laɪ.brər.i/, /kæn'tiːn/, /'tiː.tʃər s.ru:m/, /prɪnt.sɪ.pəl s .ɒf.ɪs/, /læb.rə.tɔːr.i/, /tʊn left/, /tʊn raɪt/, /gəʊ streɪt/, /ɪts nekst tu ðə/

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening activities:

Greeting, checking attendance, praying, leading in

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the direction vocabulary. - Responding to the teacher by sticking the directions cards. - Listening to a song and taking a good look at the map. - Responding to the song. - Saying the expressions mentioned in the song. - Singing the "Where's the Library?" song. 	<ul style="list-style-type: none"> - Saying direction vocabulary by pictures then asking the students to repeat it. - Putting a big school map on the board then asking for directions to some places in the map. - Inviting the students to listen a "Where's the Library?" song and taking a good look at the map. - Stopping the song while they are in the middle of listening, then asking them what directions may come next. (Ss can predict what directions may come next by looking at the map on the board). - Playing the song and asking to repeat the expressions how to ask for and give directions. - Dividing the students in halves then asking them to sing "Where's the Library?" song by turns. (the half of the class sing the asking directions part and the rest sing the giving directions part).
Practice	<ul style="list-style-type: none"> - Responding to the teacher and friend. 	<ul style="list-style-type: none"> - Asking the students to take a good look at the map on the board then asking for directions to some places. Calling on one student to give just the first section of directions, then another student for the second section, and then

		<p>another until reaching the destination. Repeating until the students feel comfortable with the phrases to give a whole set of directions on their own.</p> <ul style="list-style-type: none"> - Asking the students to give directions to get to some places on the map to their friends then asking the them to guess the place.
Production	- Playing information gaps game	<ul style="list-style-type: none"> - Inviting the students to play an information gap game in pairs. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then ask them to play. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”, etc.

Plenary:

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?.
- Further guidance : -
- Reflection : Do you like today's activities? Do you like the song? Do you like the game?

E. Source/Media:

- worksheets
- a big school map
- pictures of directions
- a song of “Where’s the Library”

Where’s the Library?

Allegro 4/4 1 = C

| 1 3 1 3 . | 1 3 6 5 0 |

Ex cuse me where’s the li bra ry?

Go straight and turn right. It’s next to the canteen.

| 1 3 1 3 . | 1 6 5 0 |

Ex cuse me where’s the can teen?

Turn right and go straight. It’s next to the hall.

F. Assessment

1. Technique : non-test
2. Type : students' performance, students' participation
3. Instrument : You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places bellow, starting each time from the ☺ . Write the name in the right place. Then let your partner ask you.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

School Principal

Yogyakarta, _____

English Teacher

Lesson Plan

I'm Wearing a White Shirt

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan.

Indicators :

- Students are able to say the names of clothing items
- Students are able to use the expression of asking for and giving information about what they are wearing from the song.
- Students are able to ask for and give information about what they are wearing based on the context.

Kinds of text : short functional text (asking and giving information)

Skill : Speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective: Ss are able to ask for and give information about what they are wearing based on the context.

B. Learning material

Sample of expressions:

A : "What are you wearing?"

B : "I'm wearing a white shirt and a yellow hat"

Structure : Wh Q+ tobe+ S +Ving?. S+tobe+ Ving+ NP

Vocabulary

example : a White shirt, a black belt, a red cap, blue jeans

Pronunciation : /ə//waɪt//ʃʊt/, /ə/ /blæk/ /belt/, /ə//red/ /kæp/, /blu:/ /dʒi:nz/

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening activities:

Greeting, checking attendance, praying, leading in

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the names of clothing items. - Responding to the teacher's questions. - Imitating the use of the expressions. - Asking for information about what his/her friends are wearing. - Listening to a song. - Saying the expressions in the song. - Singing the "I'm wearing a White Shirt" song. 	<ul style="list-style-type: none"> - Asking the students to review the names of clothing items by pictures of clothing items. - Asking for information about what the students are wearing. - Giving them example how to express the expression and ask them to repeat it. - Asking them to ask his/her friends what clothes are wearing. - Inviting the students to listen a song. - Asking the students to repeat the expressions mentioned in the song. - Inviting students to sing "I'm wearing a White Shirt song together. - Giving correction to their pronunciation and phrase.
Practice	<ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving information about what they are wearing 	<ul style="list-style-type: none"> - Asking the students to do role play a dialogue asking for and giving information about what they are wearing based on the situation given by teacher in pairs. - Giving them the example of the dialogue first then asking them to do the dialogue. - Monitoring the class and listens to as many of the pairs as you can. - Giving comments to their performance by saying "Well done, Very Good, Great, Good Job", etc.
Production	<ul style="list-style-type: none"> - Playing swap clothes game. 	<ul style="list-style-type: none"> - Inviting students to play "swap clothes" game - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then ask them to play. - Walking round the class and listening to the groups in the class. - Giving comments to their performance by

		saying “Well done, Very Good, Great, etc.
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Plenary

The teacher asks the students' understanding and feelings associated with the material being studied.

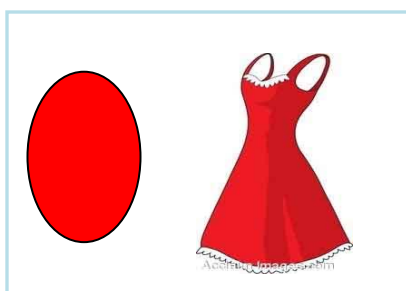
- Summary : What have we learnt today?
- Further guidance : -
- Reflection : Do you like today's activities? Do you like the song? Do you like the game?

E. Source/Media:

- I'm Wearing a White Shirt song

I'm Wearing a White Shirt	
Allegro 4/4 1=C	
3 . 2 1 2 3 3 3 0 3 2 2 3 0 2 3 5 5 0 What are you wearing today? Wearing today wearing today.	
3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 . 0 0 I 'm wearing a white shirt and a red hat	
3 . 2 1 2 3 3 3 0 3 2 2 3 0 2 3 5 5 0 What are you wearing today? Wearing today wearing today.	
3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 . 0 0 I 'm wearing a pink dress and a pair of blue shoes.	

- Pictures of clothing items



- set of clothing items flashcards



F. Assessment

1. Technique : non-test
2. Type : Student's performance, student's participation
3. Instrument : Work in pairs. In your pairs you are going to play a swap clothes game. Ask for information about what your partner wearing using the expression "What are you wearing?" and your partner will answer (e.g.) I'm wearing a blue shirt and a white skirt" based on the picture in the card she/he has, and vice versa. Then swap the card after finishing a dialogue. Find another partner and do the same thing.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

School Principal

Yogyakarta, _____

English Teacher

Table of Contents

	Page
Kata Pengantar	i
Course Grid	ii
Lesson Plans	vii
Table of Contents	xix
Teacher's Guide for Lesson 1	2
Teacher's Guide for Lesson 2	9
Teacher's Guide for Lesson 3	15
Worksheets	22
Appendices	25
References	49

Teacher's Guide





Lesson 1, Can I Borrow your Pencil?

Presentation

A Saying the names of things in the school bag

Prosedur :

1. Tunjukkanlah benda-benda yang biasa terdapat dalam tas sekolah.
2. Mintalah siswa untuk menyebutkan namanya dalam bahasa Inggris.
3. Perbaikilah pengucapan siswa jika ada kesalahan. Berilah model pengucapan yang benar dan mintalah siswa untuk menirukan.
4. Beri perhatian, motivasi dan komentar yang membangun.

Tujuan : Mengingat nama-nama benda yang ada di dalam tas sekolah.

Media : benda-benda di dalam tas sekolah

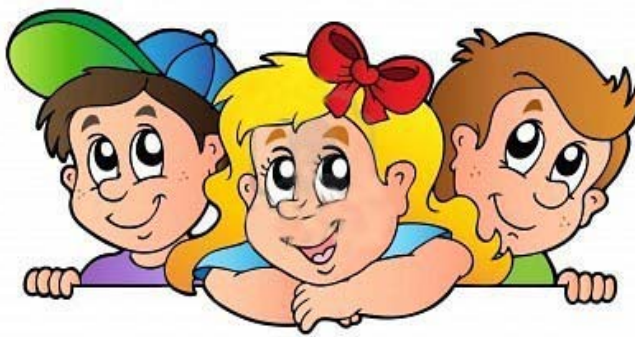
Waktu : 5 menit

Contoh ekspresi guru : *Well, Now look at this! Can you see it? What is this? What we call this in English? Say it louder! That's nice! Good try, but not quite right! That's right! Let's all say that together! Say the word after me.*

B Imitating the use of the expressions

Prosedur :

1. Panggilah salah satu siswa dan mintalah alat tulis darinya, "*Can I borrow your pen?*", Pastikan semua siswa di kelas memperhatikan kegiatan ini.
2. Panggilah beberapa nama siswa lagi dan mintalah alat tulis yang lain. Pada kegiatan ini, guru memberikan kebebasan siswa dalam merespon ungkapan. Berilah mereka pujian.
3. Perbaikilah respon siswa jika ada kesalahan. Apabila siswa belum mengucapkan ungkapan memberi barang, berilah contoh dan mintalah untuk menirukannya. "*Now say it this way. Sure, here you are*" atau "*I'm sorry. I'm using it*".
4. Ulangilah kegiatan no. 2 hingga siswa terlihat lancar.
5. Panggilah nama siswa dan mintalah dia untuk meminta alat tulis yang tidak dibawanya kepada salah satu teman di kelasnya.



6. Ulangi kegiatan no. 5 hingga siswa terlihat bisa menggunakan ungkapan meminta dan memberi barang.

Tujuan : Mengucapkan dan mengetahui fungsi ungkapan.

Media : peralatan tulis siswa

Waktu : 10 menit

Contoh ekspresi guru. *(a student's name) Can I borrow your pen?(a student's name) Can I borrow your pen? Good try, now say it this way. Repeat after me "Sure, here you are". Now (a student's name) ask (a student's name) for a thing. Nice, now say it this way, "Can I borrow your ruler?"*.



Observing dialogue pictures

Prosedur:

1. Ajaklah siswa untuk memperhatikan *dialogue pictures*.
2. Ajukanlah beberapa pertanyaan seputar gambar berkaitan dengan topik.
3. Bacalah dialog yang ada pada gambar dengan model pengucapan yang benar dan mintalah siswa untuk menirukannya.
4. Ulangilah kegiatan no. 1-3 untuk gambar dialog yang kedua.
5. Guru boleh memberikan contoh beberapa macam ungkapan meminta dan memberi barang barang.

Tujuan : Mengenalkan ungkapan yang akan diajarkan.

Media : *dialogue pictures* (halaman 26 dan 27)

Waktu : 5 menit

Contoh ekspresi guru : *Look at the picture! What do you see? Oh, this boy wants to write on his book. Does he has any pencil? What should he do? What should he say? Can you read the expressions? I'll read the expressions first. Repeat after me! Great!*



D Listening to the song

Prosedur:

1. Ajak dan persiapkan siswa untuk mendengarkan lagu bersama.
2. Putarlah lagu "*Can I Borrow your Pencil*".
3. Pastikan lagu terdengar jelas oleh setiap siswa di kelas.
4. Setelah lagu selesai, mintalah siswa untuk menirukan lirik pada lagu.
5. Putar ulang lagu "*Can I Borrow your Pencil*".
6. Berilah pertanyaan berkaitan dengan lirik lagu, jawaban siswa boleh beragam.
7. Berilah sedikit penjelasan mengenai lirik yang diperdengarkan.

Tujuan : Menarik minat belajar, mengenalkan ekspresi yang akan diajarkan.

Media : lagu "*Can I Borrow your Pencil*", mp3 player

Waktu : 5 menit

Contoh ekspresi guru : *Ok everyone! We'll be listening to a song. So, are you ready to listen? I'll start the song! Now listen again and pay attention to the lyric. You don't need to write some note on it. Well, That's it. Who can tell us something about the lyric? Can you say it again for us? This song is showing you the expression how to ask and give a thing.*

Allegro 2/4 1=C													
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I		bor-row		your	ru	-ler	your	ru	-ler	your	ru	-ler?
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can	I		bor-row		your	ru	-ler?	Sure.	Here	you	are		
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I		bor-row		your	pencil		your	pencil	your	pencil?		
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can	I		bor-row		your	pencil?	I'm	sorry.	I'm	using	it		



E Singing the song with action

Procedur :

1. Bagilah kelas menjadi dua kelompok. Kelompok pertama adalah kelompok yang akan menyanyikan ungkapan meminta barang. Kelompok kedua adalah kelompok yang akan menyanyikan ungkapan memberi barang.
2. Ajarkanlah gaya pada lagu ini. Contohnya, gaya memberi penggaris ketika menyanyikan ungkapan memberi barang dan gaya melambaikan tangan ketika ungkapan menolak barang dinyanyikan. Guru dapat mengembangkan gaya supaya lebih menarik.
3. Ajaklah kelompok untuk berdiri dan saling berhadapan.
4. Putarlah lagu dan mulailah bernyanyi bersama disertai gaya.
5. Ulangi kegiatan ini dengan menukar lirik dalam kelompok.

Tujuan : Melatih pengucapan dan menggunakan ungkapan disertai aksi.

Media : lagu "*Can I Borrow Your Pencil*", alat-alat tulis siswa

Waktu : 5 menit

Contoh ekspresi guru : *Ok, Let's sing a song and act it out! For this, I'm going to divide you in half. Now, this half of the class, you're "A" and, this half, you're "B". Right. Now "A", you sing the asking for things lyric, those are "Can I borrow". And you "B", you sing the giving things lyric, those are "Sure here you are and I'm". And B, don't forget to give actions while you singing. You can act by waving your hand when the lyric "I'm sorry I'm using it" and act by giving your ruler when the lyric "Sure, here you are". Do it like this. So, are you ready to sing? I'll play the tape. Very Good! Mind your intonation please. You miss a tap.*



Practice

G

Practicing a dialogue of asking for and giving things in pairs by role playing

Pada bagian ini, guru mengajak siswa untuk berlatih menggunakan ekspresi yang telah diajarkan melalui role playing dengan teman sebangku

Prosedur :

1. Aturlah tiap siswa memiliki pasangan untuk berlatih dialogue.
2. Berilah situasi kepada siswa. Mintalah siswa untuk bermain peran. Salah satu siswa berperan meminta salah satu peralatan tulis. Siswa lainnya berperan menjadi teman yang akan meminjamkan atau tidak meminjamkan alat tulis yang diminta. Siswa boleh menggunakan alat tulis miliknya sebagai properti.
3. Berilah contoh dan ekspresi yang akan mereka gunakan dengan jelas sebelum memulai kegiatan ini sehingga siswa tau benar apa yang harus dilakukan
4. Monitorlah kegiatan siswa dan beri mereka motivasi.
5. Guru bisa menunjuk 2/3 pasang untuk mempraktekan, dan biarlah siswa lain memberi feedback. Guru bisa memberikan feedback setelah itu.
6. Guru bisa mengambil penilaian jika diperlukan.

Tujuan : Berlatih menggunakan ekspresi meminta dan memberi barang.

Media : alat-alat tulis siswa

Waktu : 7 menit

Contoh ekspresi guru : *We are going to do some role play in twos now. Imagine you were a student who forgets for bringing a certain stationery items. You want to ask for a thing to your friend next to you. So what would you say? Good. And what kind of thing might your friend say? Ok now in twos with your neighbour Let's pretend you want to ask for a thing to your friend. I will give you the example. Listen, I'll do the first for you so you understand. You may use your stationeries. Do you get it? Good! Yes Excellent! Very Good! Stop now! Well done! Silence, that's enough! Let's hear this pair.*

1.

Can I borrow
your pencil?



Sure, here
you are



2.

Can I have
a pen?



I'm sorry.
I'm using it





Production

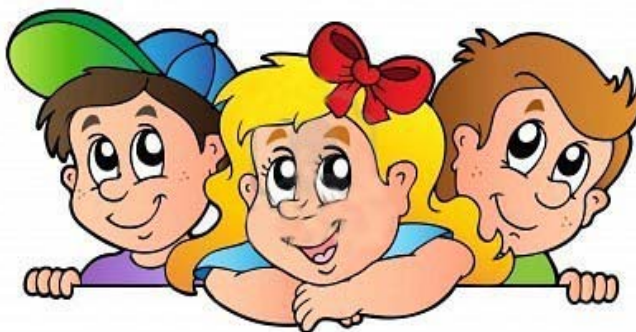
H Playing a quartet card game

Peraturan permainannya:

- a. Permainan dimankan dalam kelompok yang terdiri dari 4/5 orang
- b. Tiap kelompok mendapat 32 buah kartu
- c. Kocok kartu
- d. Bagi kartu, masing-masing anggota mendapatkan 4 buah kartu. Letakkan sisa kartu di tengah meja dengan posisi terbalik.
- e. Perhatikan kartu-kartu, jika ada yang bergambar sama
- f. Tunjuk salah satu teman dalam kelompok, dan tanyakan apakah dia memiliki kartu yang kamu cari dengan ekspresi meminta barang
- g. Jawab dengan *"Sure, here you are"* dan berikan kartu yang diminta teman, jika memiliki kartu yang sedang dicari atau jawab dengan *"I'm sorry. I'm using it"* jika tidak memegang kartu yang sedang dicari.
- h. Letakkan 4 kartu yang sudah memiliki gambar seri yang sama di atas meja, sehingga teman dalam kelompok bisa mengecek.
- i. Hentikan permainan jika waktu yang ditentukan telah usai. Pemain yang bisa membuat kuartet terbanyak, dialah pemenang.

Prosedur :

1. Persiapkan dan tariklah minat siswa untuk bermain *quartet card game*.
2. Aturlah siswa menjadi kelompok-kelompok kecil beranggotakan 4/5 orang
3. Jelaskan peraturan cara bermain dengan jelas.
4. Bagikan kartu ke setiap kelompok. Tiap kelompok akan mendapatkan 32 buah kartu
5. Mulailah permainan dan beri batas waktu.
6. Berkelilinglah ke setiap kelompok dan jaga agar proses interaksi berjalan lancar.



- Tujuan** : Menggunakan ekspresi meminta dan memberi barang.
- Media** : *sets of games quartet cards (Appendix A, halaman 28-31)*
- Waktu** : 15 menit
- Persiapan** : perbanyaklah 32 *quartet cards* sejumlah kelompok di kelas dan potonglah kartu-kartu tersebut sehingga menjadi beberapa set kartu kuartet.

Contoh ekspresi guru: *OK, Now we are going to play a game like quartet card game. Read and follow the instructions. Can you understand the instructions? Well, to do this, I want you in groups of four. So, Look you both turn round so you can talk the two behind you. So you can see Dila and Tika. Good! That's right! Now everyone else the same! All of you make groups like this one! Well done! Get your cards. I will give you cards. There are 32 cards with pictures on for each group. The object of the game is to get four cards about the same pictures, by asking for a thing with expression that we have learned. I'll give you the example! Ok Very Good! Don't be sad it's just a game. Congratulations! You win.*



Lesson 2, Where Is the Library?

Presentation

A Saying the direction vocabulary

Prosedur :

1. Tunjukkanlah *pictures of directions* di depan kelas satu per satu.
2. Tanyakanlah kepada siswa, *What is it?*
3. Berilah siswa motivasi untuk menyebutkan arah dalam bahasa Inggris.
4. Berilah siswa model pengucapan yang benar dan mintalah siswa untuk menirukannya.

Tujuan : Menyebutkan *directions* dengan pengucapan yang benar.

Media : *pictures of directions* (halaman 34-36)

Waktu : 10 menit

Persiapan : Ambilah *pictures of directions*, perbesarlah jika diperlukan.

Contoh ekspresi guru : *Look at this picture! What is it? Well it's directions, this picture means that you should turn right. Can you say it? Repeat after me! "Turn right" Good. What's this? Nice! Repeat after me! "Turn left" And you? What's this (a student's name)? Good.*

B Responding to the teacher

Prosedure :

1. Tempelkan *a big school map* pada papan tulis.
2. Ajukan pertanyaan letak suatu tempat, contoh "*Where is the computer room?*".
Respon siswa boleh beraneka ragam. Berilah pujian.
3. Panggilah siswa ke depan kelas untuk menempelkan *direction cards* pada peta hingga sampai pada letak tempat yang ditanyakan. Berilah siswa pujian.
4. Mintalah siswa untuk membaca *direction cards* dengan pengucapan yang benar.
Bantulah siswa jika mereka masih belum lancar.
5. Ajaklah siswa lain untuk menirukan bersama-sama.
6. Ajukanlah pertanyaan letak tempat lain, contoh "*Where is the school yard?*" dan ulangilah kegiatan no. 2-4.



- Tujuan** : Menarik perhatian siswa, memperkenalkan ungkapan memberi arah yang akan dipelajari hari ini.
- Media** : *a big school map, direction cards for sticking to the school map* (halaman 32-33)
- Waktu** : 10 menit
- Persiapan** : perbesarlah peta sekolah dan letakkandi depan kelas. Gunting *direction cards for sticking to the school map* dan laminating jika diperlukan.

Contoh ekspresi guru : *Everybody, look at the map! What do you see there? Where is the computer room? That's right! Can you tell me how to get there from this gate? Who will label the map with the directions cards? Good Job! Everybody, can you read the directions card, please? Say it like this. Follow me! "Go staright", "Turn right", "Turn left", "It's next to the library". Exellent!*



Listening to and responding to a song

Prosedur :

1. Ajaklah siswa untuk mendengarkan lagu "*Where's the Library?*"
2. Jelaskanlah pada siswa bahwa di dalam lagu ini penyanyi menanyakan letak suatu tempat. Tugaskan siswa untuk mencari tahu nama tempat tersebut.
3. Putar lagu dan hentikan lagu ketika penyanyi telah selesai menyanyikan lirik baris pertama atau telah menyebutkan nama tempat yang diminta (lihat lirik lagu).
4. Tanyakanlah pada siswa nama tempat tersebut. Biarkan siswa menjawab nama tempat yang sedang dicari. Ulangilah kegiatan no. 3 apabila siswa belum dapat menemukan nama tempat tersebut.
5. Mintalah siswa untuk menunjukan letak tempat yang baru saja disebutkan pada peta.
6. Mintalah siswa untuk memberikan arah menuju tempat tersebut dari gerbang sekolah.
7. Cek jawaban siswa dengan mendengarkan lanjutan lagu "*Where is the Library?*".
8. Beri siswa pujian dan ulangilah kegiatan no. 2-7 pada bait ke dua lagu.
9. Putarlah lagu dan mintalahsiswa untuk menyebutkan ungkapan meminta arah dan memberi arah yang ada pada lagu.



Tujuan : Memberi petunjuk arah sesuai peta di depan kelas.

Media : lagu “*Where’s the library?*”, *Mp3 player, a big school map*

Waktu : 10 menit

Contoh ekspresi guru : *We’ll be listening to a song. Are you ready to listen? I’ll play the song. Well. Pick out the name of place the singer want to find. Are you ready? What’s the name of place the singer want to find?”The library” Great! Now, take a good look at the map and find out where the library is! Can you say the directions?Louder please! OK, Let’s check your answer together. Now, listen to the next lyric. Are you ready? Who has the same answer? Good Job!*



Singing the “Where’s the Library?” song by turns

Prosedur :

1. Ajaklah siswa untuk bernyanyi bersama.
2. Bagilah kelas menjadi dua kelompok. Kelompok A menyanyikan lirik baris pertama dan ketiga, yaitu ungkapan *asking for directions*. Kelompok B menyanyikan lirik baris kedua dan keempat, yaitu ungkapan *giving directions*.
3. Putarlah lagu dan mulailah bernyanyi bersama.
4. Ulangilah kegiatan ini dengan saling menukar lirik yang dinyanyikan pada kelompok.

Tujuan : Berlatih mengucapkan ungkapan yang sedang diajarkan.

Media : lagu “*Where’s the Library?*”, *Mp3 player*

Waktu : 5 menit

Contoh ekspresi guru : *Ok, Let’s sing the song together! For this, I’m going to divide you in half. Now, this half of the class, you’re “A” and, this half, you’re “B”. Right. Now “A”, you sing the first and the third lyric. Those are about asking for directions. And you “B”, you sing the second and the fourth lyric. Those are about giving directions. Are you ready to sing? I’ll play the tape. Very Good! It’s too fast. Good!*



Practice

F

Practicing a dialogue of asking for and giving direction with teacher and their friends

Prosedur :

1. Mintalah siswa untuk mengamati peta di depan kelas
2. Tanyakan salah satu tempat dari lokasi yang sudah ditentukan kepada salah satu siswa dengan menggunakan ekspresi *"Where is the?"*
3. Pastikanlah semua siswa memperhatikan kegiatan ini
4. Mintalah siswa untuk memberikan satu petunjuk arah saja
5. Tunjuklah siswa lain untuk memberikan arah berikutnya. Begitu seterusnya hingga sampai pada lokasi yang diinginkan
6. Ulangi kegiatan hingga siswa merasa nyaman dengan ekspresi yang diajarkan
7. Ulangi kegiatan no. 2 dan mintalah siswa tersebut memberikan arah hingga sampai tempat yang diminta.
8. Tunjuklah salah satu siswa dan mintalah kepadanya untuk menanyakan letak suatu tempat di peta pada salah satu temannya
9. Berilah petunjuk arah letak suatu tempat pada peta dari lokasi yang sudah ditentukan. Jangan sebutkan nama tempat yang sedang dicari
10. Biarlah siswa menebak nama tempat yang dituju
11. Beri kesempatan bagi siswa yang mau melakukan kegiatan no.9 dan biarkan teman lain menebak nama tempat yang dimaksud.

Tujuan : Berlatih menggunakan ekspresi meminta dan memberi petunjuk arah.

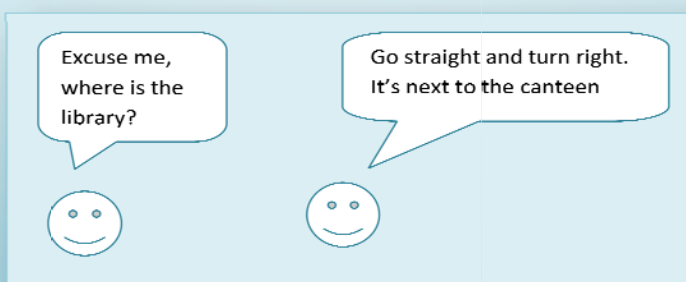
Media : *a big school map*

Waktu : 12 menit

Contoh ekspresi guru : *We are going to do some role play in twos now. Imagine you were a stranger who doesn't know the directions go to somewhere. You want to ask for directions to your friend. So what would you say? Good. And what kind of thing might your friend say? Good. Everybody take a good look at the map. (a student's name) where is the parking area? Give me just the first section of the direction. Next (a student's name) can you tell me the second section of the directions? Thank you. Good.*



(a student's name) now ask (a student's name) for directions to go toilet. Repeat after me. Now in twos, practise a short dialogue using this map. Do it in pairs with your neighbour using the expression we have learned. You are pretending to be a someone who is asking for a directions and the other giving the directions. Listen, I'll do the first for you so you understand. Do you get it? Good! Yes Excellent! Very Good! Stop now! Well done! Silence, that's enough! Let's hear this pair.



Production

G

Playing information gaps game

Peraturan :

- Permainan dimainkan secara berpasangan.
- Tiap siswa akan mendapatkan *worksheet* yang berbeda dengan pasangannya. Siswa yang satu memegang *sheet A* dan yang lainnya memegang *sheet B*.
- Tujuan dari permainan ini adalah melengkapi nama tempat pada peta. Nama-nama tempat yang masih kosong di *sheet A* sudah tertulis pada *sheet B*. Begitu sebaliknya.
- Siswa tidak diijinkan melihat peta temanya. Dengan demikian, siswa harus menanyakannya dengan menggunakan ekspresi dalam bahasa inggris. Begitu juga dengan temannya, dia harus memberi arah dalam bahasa inggris. Berikut ini adalah model percakapan yang bisa dikembangkan;
A : *Where's the hall?*
B : *Go straight, and turn left. It's next to the hall.*



Prosedur :

1. Persiapkanlah siswa untuk bermain games
2. Aturlah siswa agar siswa tiap siswa dapat bermain secara berpasangan.
3. Jelaskanlah peraturan dalam permainan ini
4. Berikanlah contoh bagaimana cara bermain sehingga siswa benar-benar mengetahui apa yang harus dilakukan
5. Bagilah *sheet A* dan *sheet B* pada tiap pasangan.
6. Mulailah permainan dan berilah batasan waktu
7. Monitorlah tiap pasangan dan ingatkan untuk tidak memperlihatkan peta mereka kepada pasangan mereka
8. Hentikan permainan jika waktu telah usai. Berilah *feedback* dan sanjungan

Tujuan : Menggunakan ekspresi asking for and giving directions.

Media : *worksheet* pada halaman 24 dan 23

Waktu : 12 menit

Persiapan : perbanyaklah *workheet (sheet A dan B)* sejumlah siswa dikelas.

Contoh ekspresi guru : *OK, Now we are going to play a direction game. Can you get into pairs please? In twos, with your neighbour. Now listen to me. In this game, each student will get a different handout with different buildings marked on the map. Look at this map! Your Job is to exchange information in order to complete your map. You should ask "Excuse me, where is the ...?" Questions. Some places in the school (e.g. library). And your friend will answer the question "Go straight and turn right. It's next to the teacher's room"*



Lesson 3, I'm Wearing a White Shirt

Presentation

A Saying the names of clothing items

Prosedur :

1. Tampilkanlah *pictures of clothing items* kepada siswa satu per satu.
2. Mintalah siswa menyebutkan nama pakaian tersebut dalam bahasa Inggris.
3. Bimbinglah siswa agar dapat menyebutkan nama pakaian tersebut dengan frase yang benar.
4. Perbaikilah pengucapan siswa dan berilah model pengucapan yang benar.
5. Mintalah siswa untuk mengikuti model pengucapan tersebut dengan benar.

Tujuan : mengenalkan kembali nama-nama pakaian.

Media : *pictures of clothing items* (halaman 37-44)

Waktu : 10 menit

Contoh ekspresi guru: *Well, Now take a good look at the picture! What do you see? Can you say it in English? Say it louder! Let's all say that together! Repeat after me.*

B Asking for and giving information about and imitating the use of the expressions

Prosedur :

1. Panggilah beberapa nama siswa dan tanyakanlah pakaian apa yang mereka kenakan: *"What are you wearing?"*. Berilah pujian atas respon siswa.
2. Lakukanlah kegiatan ini beberapa kali hingga siswa terlihat lancar. Guru boleh mengajarkan ungkapan memberi informasi pakaian yang dikenakan dengan lengkap. *Now, say it this way: "I'm wearing a white shirt"*
3. Selanjutnya, tunjuklah salah satu siswa dan mintalah dia untuk menanyakan pakaian apa yang dikenakan kepada salah satu temanya di kelas. *"Ok, Dimas, Now ask Rahma the same question."*
4. Ulangi kegiatan no. 3 hingga siswa terlihat bisa menggunakan ungkapan.



Tujuan : Berlatih mengucapkan ungkapan meminta dan memberi informasi pakaian yang dikenakan.

Media : -

Waktu : 7 menit

Contoh ekspresi guru: *(a student's name) what are you wearing? Now say it this way: I'm wearing a white shirt (a student's name) ask (a student's name) what is she/he wearing !Now say it this way;What are your wearing? . Repeat the expression after me! Very good!*

Listening to a song

Prosedur :

1. Ajak dan persiapkan siswa untuk mendengarkan musik bersama.
2. Putarlah lagu *"I'm wearing a white shirt"*.
3. Pastikan lagu terdengar jelas oleh setiap siswa di kelas.
4. Putar ulang lagu *"I'm wearing a white shirt"*.
5. Mintalah siswa untuk memperhatikan lirik pada lagu.
6. Putar ulang lagu hingga siswa mulai bisa menirukan ekspresi yang ada di dalam lagu. Bimbinglah siswa untuk bisa mengucapkan ekspresi dalam lagu.
7. Berilah model pengucapan yang benar.
8. Mintalah siswa untuk menirukan pengucapan dengan benar.
9. Pengucapan siswa bisa di cek satu per satu bila perlu.
10. Berilah contoh ekspresi lain bila perlu.

Tujuan : menarik minat siswa untuk belajar

Media : lagu *"I'm Wearing a White Shirt"*, Mp3 player

Waktu : 6 menit

Contoh ekspresi guru: *Everybody do you like listening to the music? Well now, we are going to listen to a song. Are you ready to listen to it? I'll play the tape? Is it clear e enough for you? Alright, can you hear the lyric clearly? Listen to this song again and pick out the expression which shows how to ask for information about what you are wearing!*



Could anyone tell me the expression how to ask for information in the song? Louder please! Very good! Can you say it again for us? Repeat after me. Let's all say that together! Well that's it. We'll hear again and find out the responding expression mentioned in the song. Could anyone tell me how to response it? Good Job.

I'm Wearing a White Shirt	
Allegro 4/4 1=C	
3 . 2 1 2 3 3 3 0 3 2 2 3 0 2 3 5 5 0	
What are you wea ring to day? Wea ring to day wea ring to day.	
3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 . 0 0	
I 'm wea ring a white shirt and a red hat	
3 . 2 1 2 3 3 3 0 3 2 2 3 0 2 3 5 5 0	
What are you wea ring to day? Wea ring to day wea ring to day.	
3 . 2 1 2 3 3 3 0 3 2 . 3 2 1 . 0 0	
I 'm wea ring a pink dress and a pair of blue shoes.	

D Singing "I'm Wearing a White Shirt" song

Prosedur :

1. Ajaklah siswa untuk bernyanyi.
2. Bagilah kelas menjadi dua kelompok. Kelompok A menyanyikan lirik pada baris pertama dan ketiga (ungkapan meminta informasi pakaian apa yang suka dikenakan). Sedangkan B, menyanyikan lirik pada baris kedua dan keempat (ungkapan memberi informasi pakaian apa yang suka dikenakan).
3. Putarlah lagu dan mulailah bernyanyi bersama.
4. Ulangilah kegiatan ini dengan menukar lirik yang dinyanyikan pada kelompok.



Tujuan : Berlatih mengucapkan ungkapan meminta dan memberi informasi.

Media : CD lagu *I'm Wearing a White Shirt*, Mp3 player

Waktu : 5 menit

Contoh ekspresi guru: *Let's sing a song together! For this, I'm going to divide you in half. Now, this half of the class, you're "A" and, this half, you're "B". "A", you sing the first and the third lyric. Those are about the asking information what your friends are wearing. And you "B", you sing the second and the fourth lyric. Those are about giving information what you are wearing. So, are you ready to sing? I'll play the tape. Very Good! Mind your intonation please. Good job!*

Practice



Practicing the dialogue of asking for and giving information about what they are wearing

Pada bagian ini, guru mengajak siswa untuk berlatih menanyakan informasi pakaian apa yang dikenakan (*role playing*). Satu siswa berperan menanyakan informasi apa yang temanya kenakan, dan siswa lainnya akan menjawab sesuai dengan apa yang ditunjukkan pada gambar.

Prosedur :

1. Pastikan semua siswa dapat bermain secara berpasangan.
2. Jelaskanlah dan berilah contoh cara melakukan kegiatan ini. Jelaskan juga ekspresi apa yang akan mereka ucapkan
3. Bagilah *clothes flashcards*. Tiap pasangan mendapatkan 1 buah kartu.
4. Mulailah kegiatan ini, dan monitorlah ke setiap pasangan. Jaga agar proses interaksi berkalat lancar. Bantulah mereka jika merasa kesulitan.
5. Tunjukkan satu hingga tiga pasang untuk mempraktekan kegiatan ini di depan teman-teman mereka. Mintalah teman-teman lain memberi *feedback*.
6. Berilah sanjungan dan *feedback*.

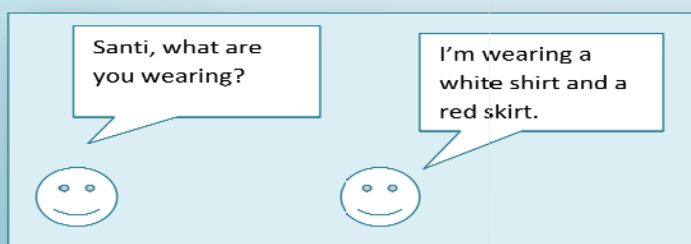


Tujuan : berlatih menggunakan ekspresi meminta dan memberi informasi pakaian yang dikenakan.

Media : *clothes flashcards* (Appendix C, halaman 45-48)

Waktu : 6 menit

Contoh ekspresi guru: *Well we are going to practice how to ask for and give information about what we are wearing. For this I want you in pairs please. In twos with your neighbour. In your pairs I'd like you to practice a short dialogue by role play. The first students ask for information about what your friend is wearing. Then the second student will give the answer based on the picture. I'll do the first for you so you understand. I'll give a picture for each pairs. Ok Good Job! Stop now! That was good. Let's hear this pair.*



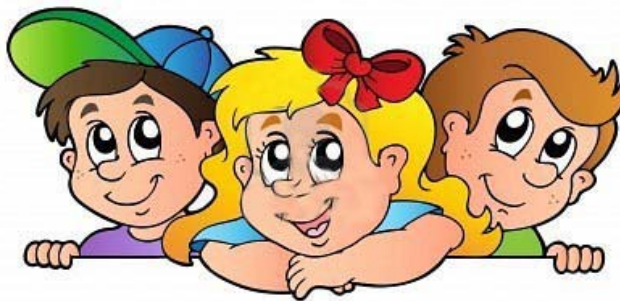
Production



G Playing “swap clothes” game

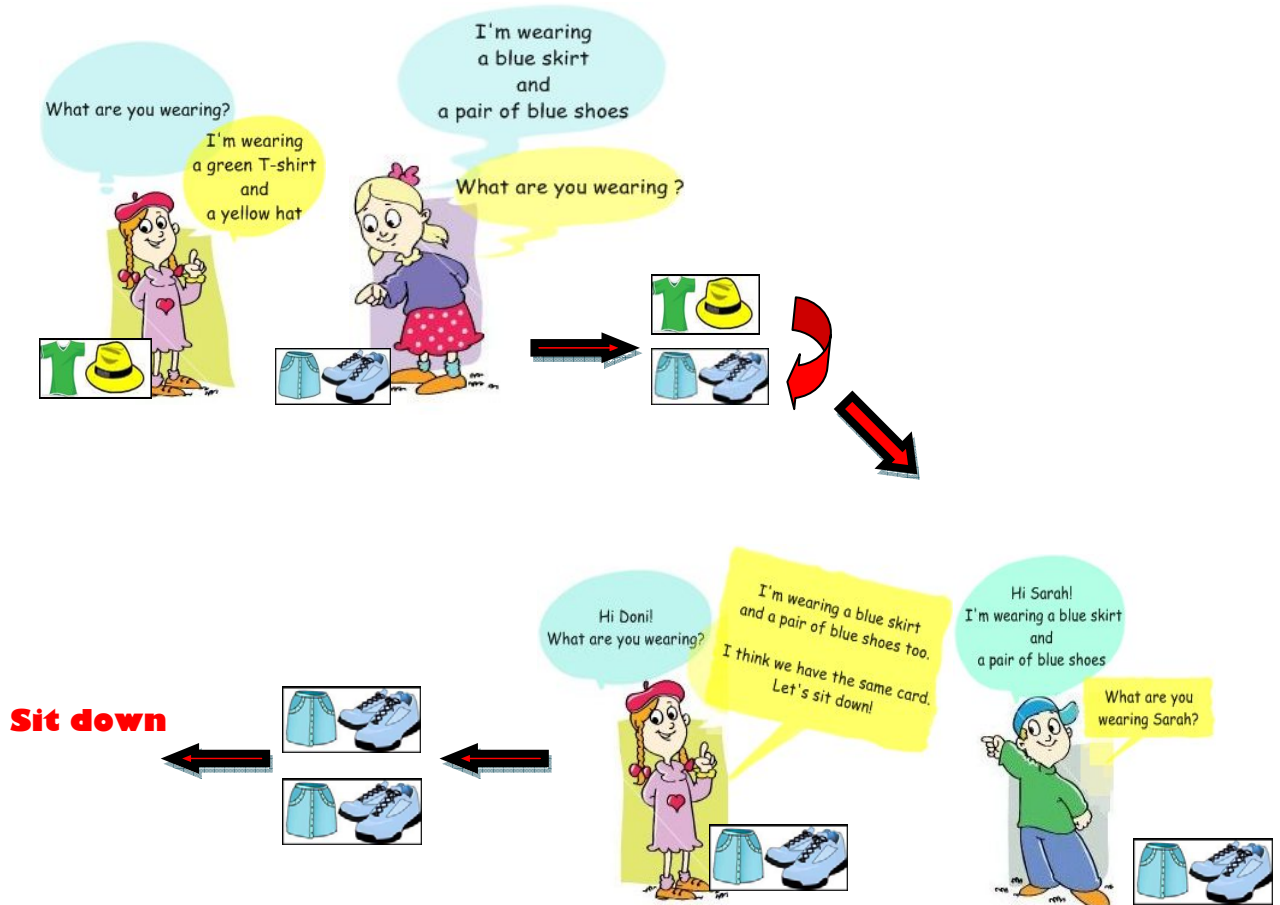
Peraturan :

- Permainan dimainkan secara berpasangan.
- Setiap siswa dalam pasangan akan melakukan tanya jawab secara bergantian mengenai pakaian apa yang sedang dikenakan tanpa memperlihatkan kartu yang dipegang oleh pasangannya. Jawaban sesuai dengan kartu yang dipegang.
- Selanjutnya siswa dalam pasangan saling menukar kartu yang dipegang
- Mencari pasangan lain dan melakukan hal yang sama seperti no.3 hingga siswa mendapatkan pasangan dengan kartu yang sama.
- Siswa yang sudah menemukan kartu yang sama boleh duduk di tempat duduk.



Prosedur :

1. Aturlah agar tiap siswa bermain secara berpasangan.
2. Jelaskanlah kepada siswa peraturan dalam game “Tidak diperbolehkan memperlihatkan kartu yang sedang dipegang kepada teman-temannya”
3. Berilah contoh cara bermain.
4. Bagikanlah kartu dan pastikan tiap siswa mendapatkan 1 kartu.
5. Mulailah permainan dan beri batasan waktu.
6. Berkelilinglah ke setiap pasangan, monitor mereka agar menggunakan bahasa inggris dan proses interaksi berjalan dengan lancar.
7. Hentikan permainan jika waktu yang telah ditentukan telah habis
8. Berilah sanjungan dan *feedback*.





- Tujuan** : Menggunakan ekspresi meminta dan memberi informasi pakaian yang dikenakan.
- Media** : *flashcards for clothes swap game* (Appendix C, halaman 45-48)
- Waktu** : 10 menit
- Persiapan** : potonglah *flashcards for clothes swap game* pada sejumlah siswa di kelas.

Contoh ekspresi guru: *OK, Now we are going to play a game. In this game, each student will get a card with different clothes on it. Your Job is asking for information about what your partner is wearing (e.g.) “What are you wearing?” Your partner will answer based on the card he/she has and vice versa (e.g.) “I’m wearing a red dress and black shoes”. Then exchange the card after asking for and giving information so that you can find to another partner and do the same thing. Do you get it? I’ll give an example.*

Worksheets



Sheet A

Name :

No :

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places below, starting each time from the 😊. Write the name in the right place. Then let your partner ask you.

The places you want to find are :

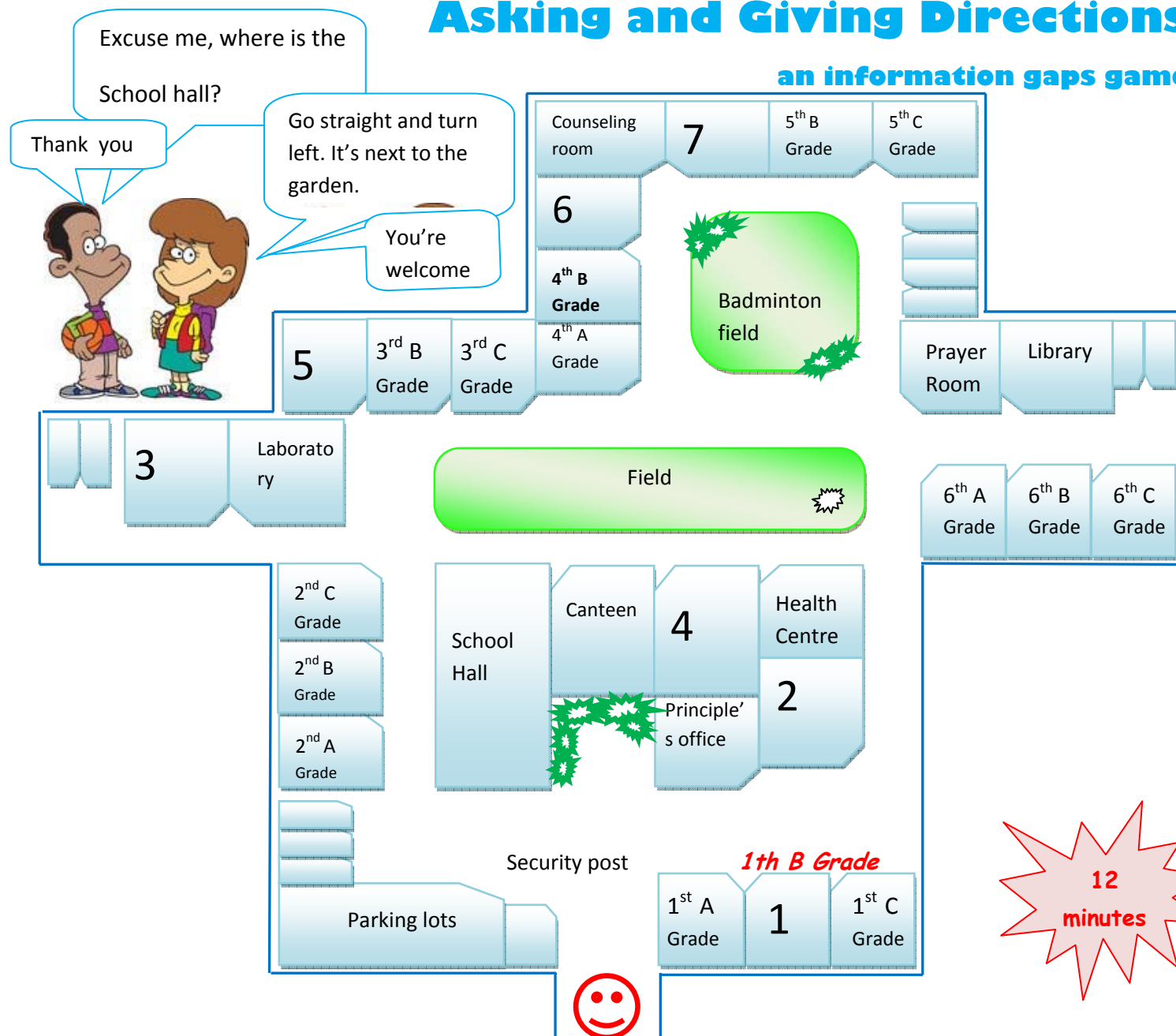
- 1st B Grade
- 4th C Grade
- Teacher's room
- 3rd A Grade
- Administration
- 5th C Grade
- Language Lab

Number 1 is done for you

My signature :

Asking and Giving Directions

an information gaps game



12 minutes

Sheet B

Name :

No :

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places below, starting each time from the 😊. Write the name in the right place. Then let your partner ask you.

The places you want to find are :

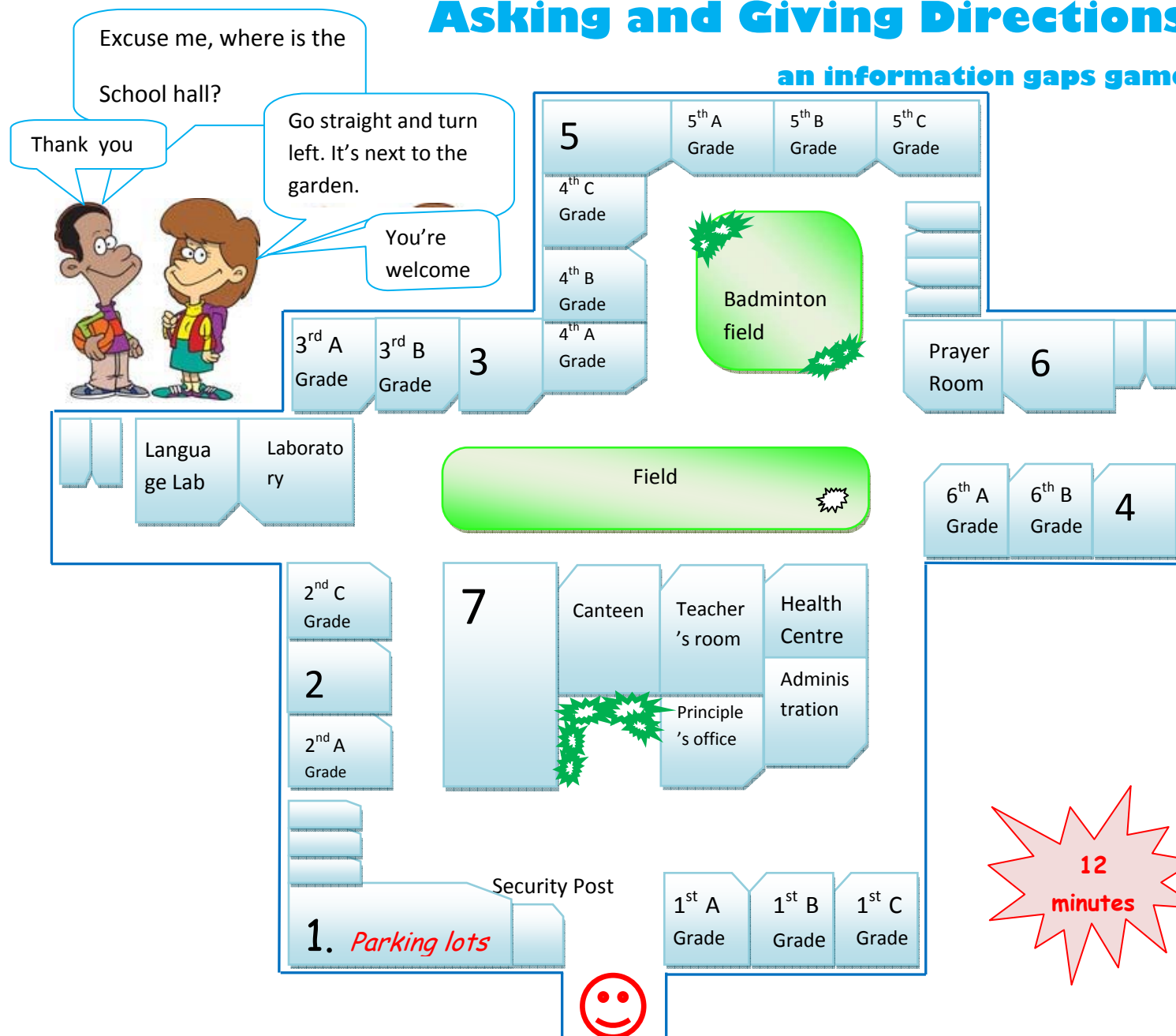
- Library
- Counseling room
- 6th C Grade
- 3rd C Grade
- School hall
- 2nd B Grade
- Parking lots

Number 1 is done for you

My signature :

Asking and Giving Directions

an information gaps game



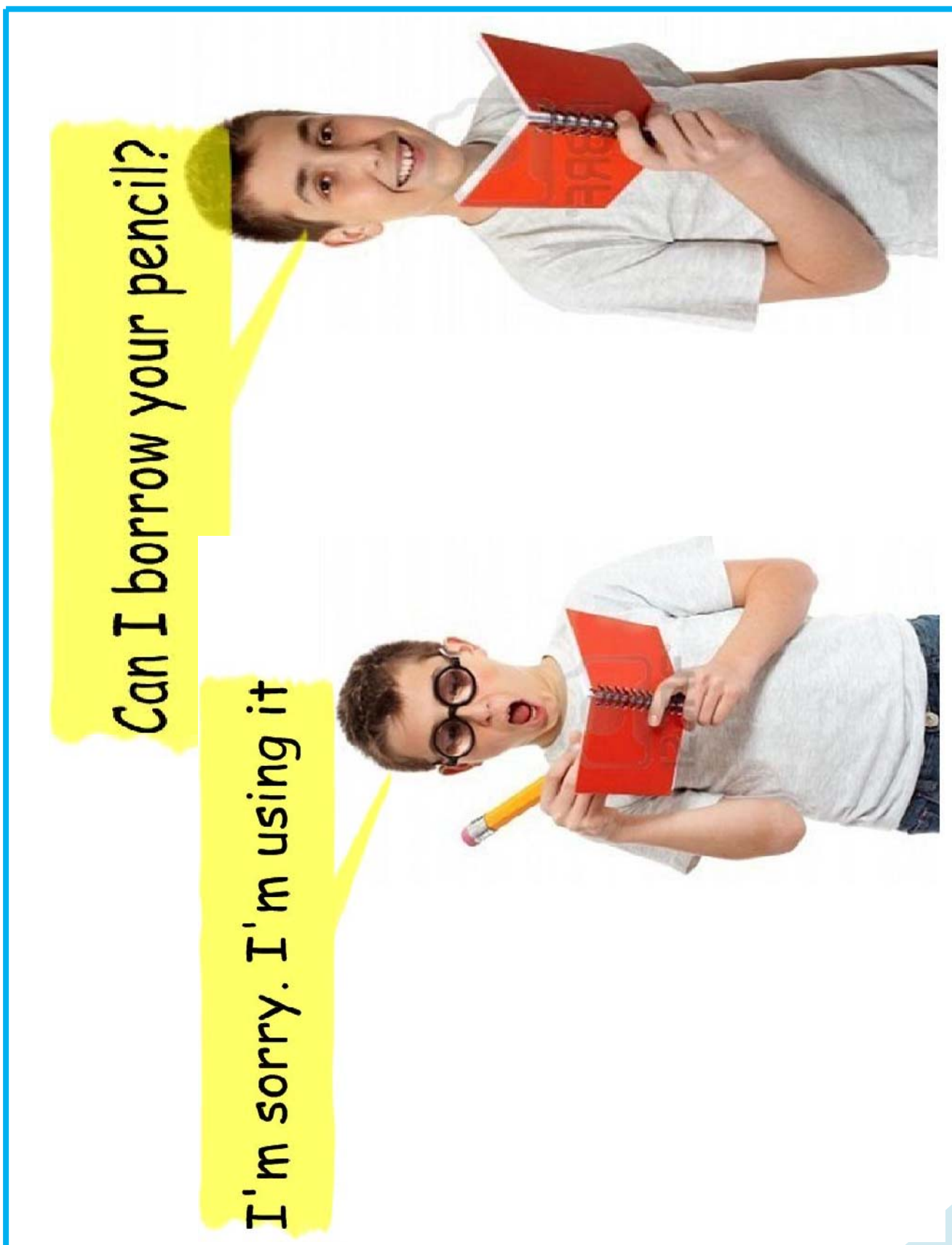
Appendices



APPENDIX A

Dialogue pictures

Copy these pictures into a bigger size



Can I borrow your pencil?

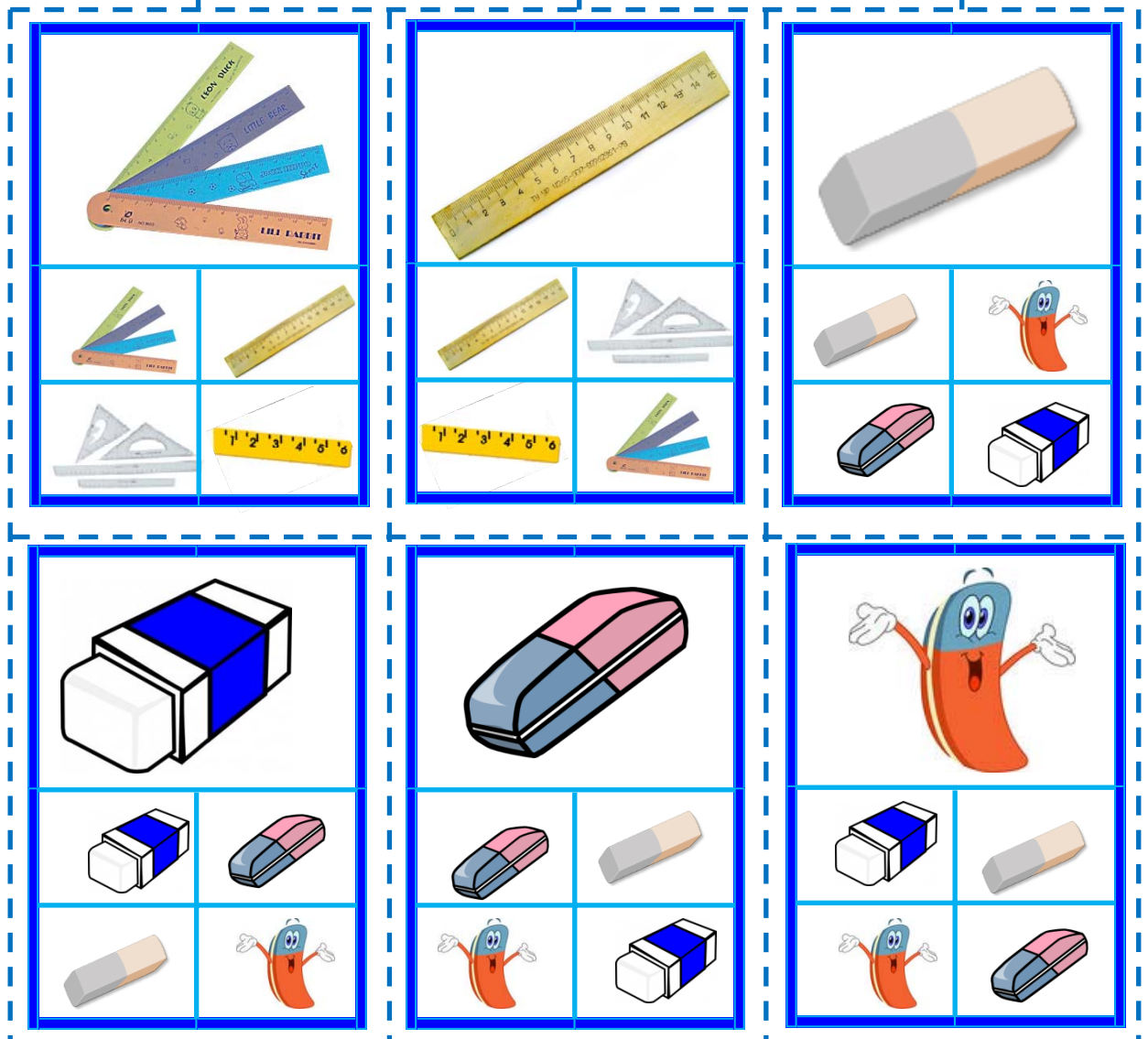
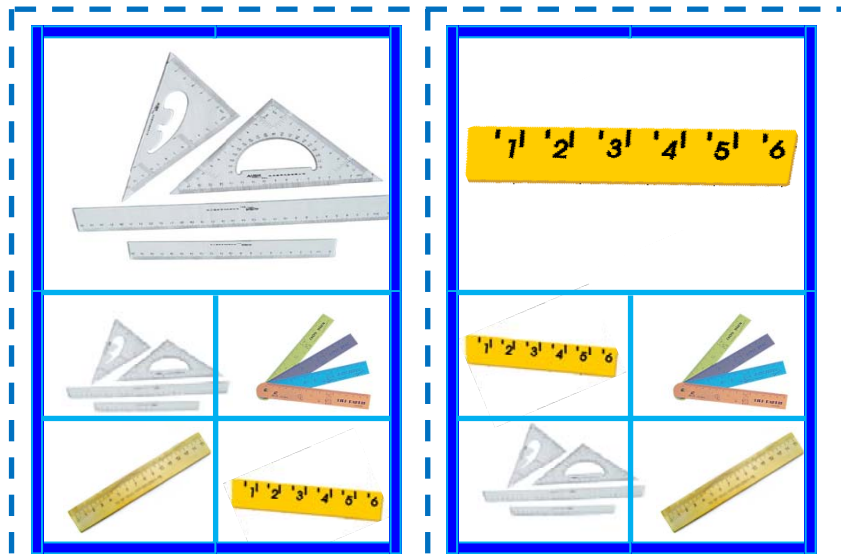
Sure,
here you are.

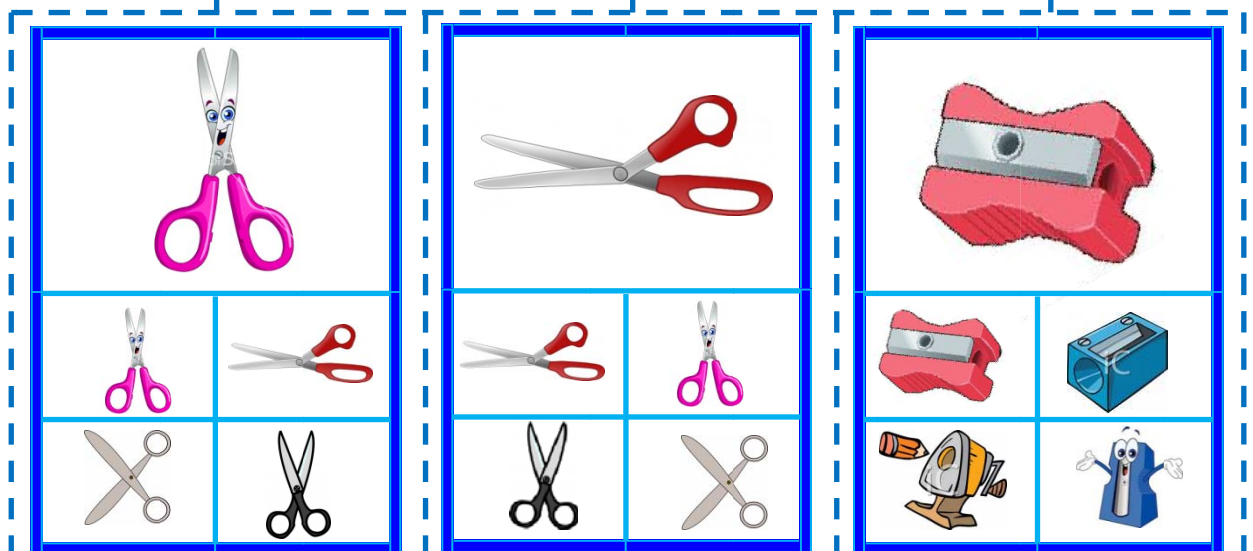
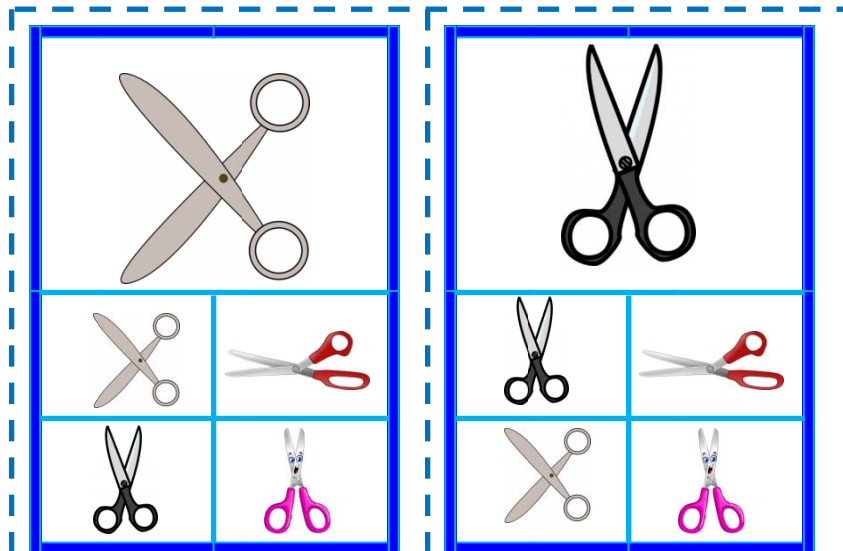


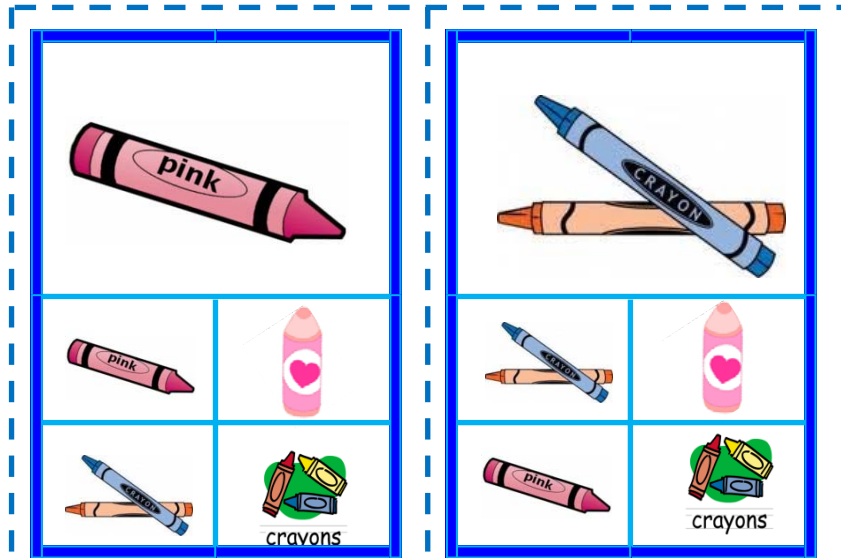
Cards for Quartet Card Game

Copy, laminate the cards if desired, then cut on the line.





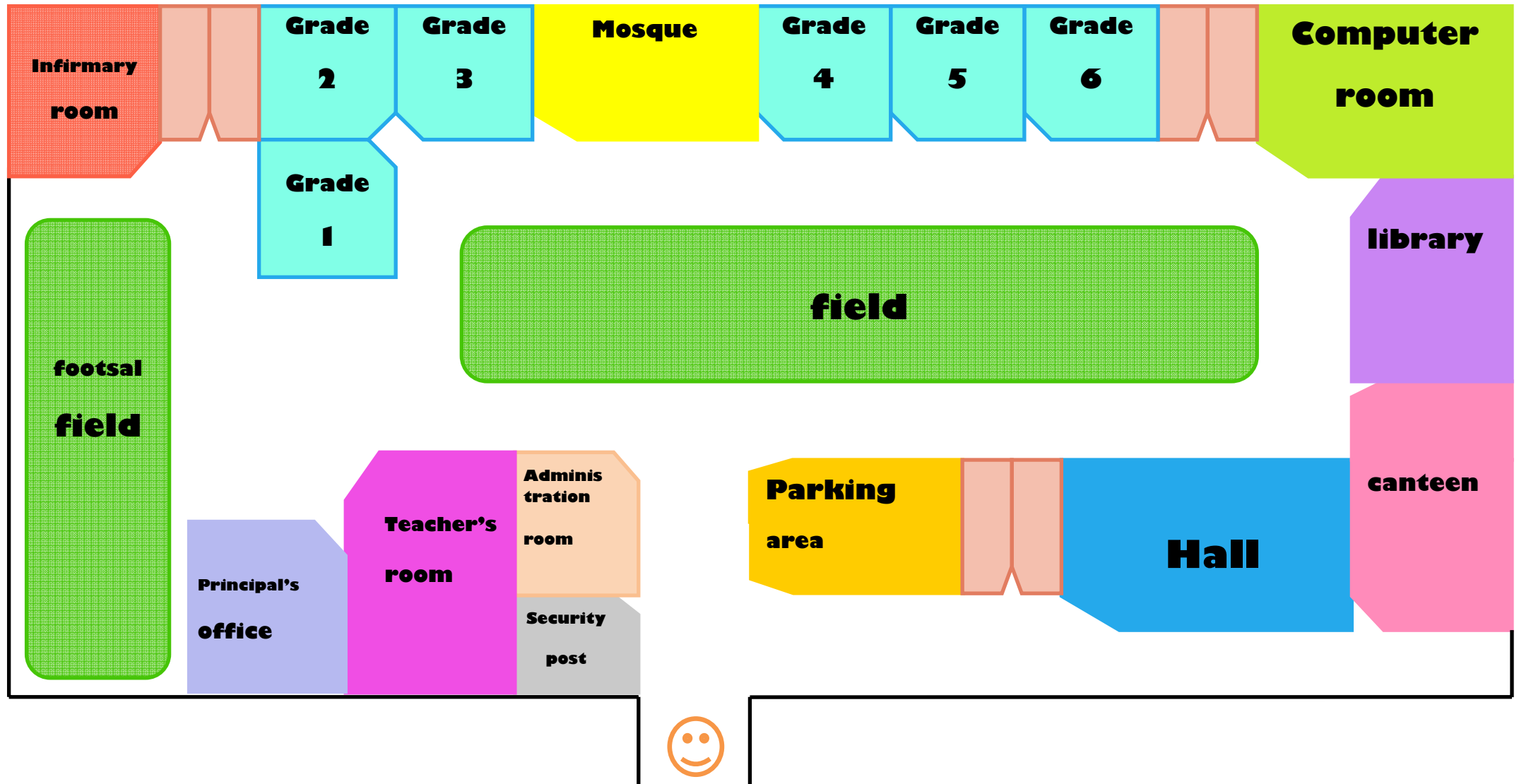




APPENDIX B

A Big School Map

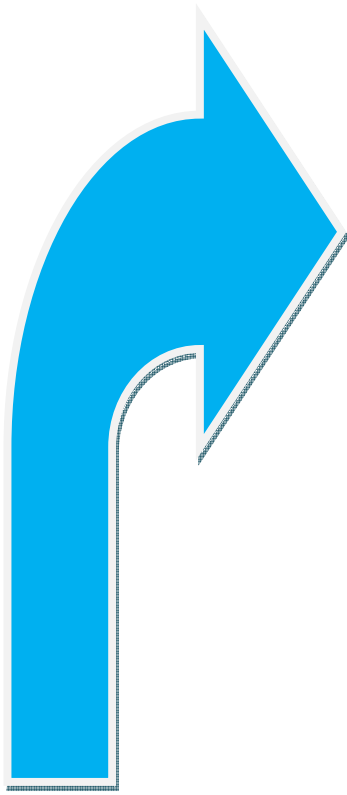
Copy this map into a bigger size



Directions Cards

Copy and cut on the line these cards as much as needed

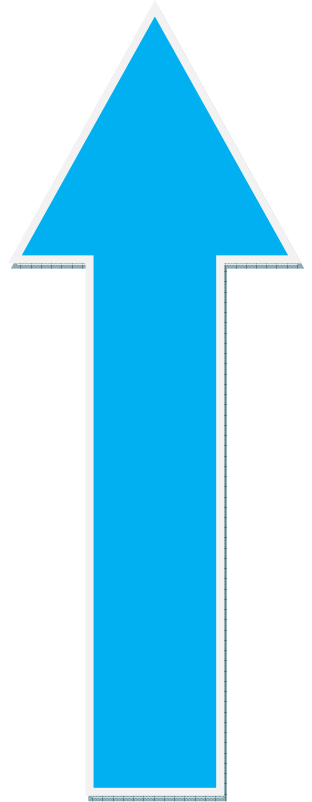
Stick it to the big school map



**Turn
Right**



**Turn
left**



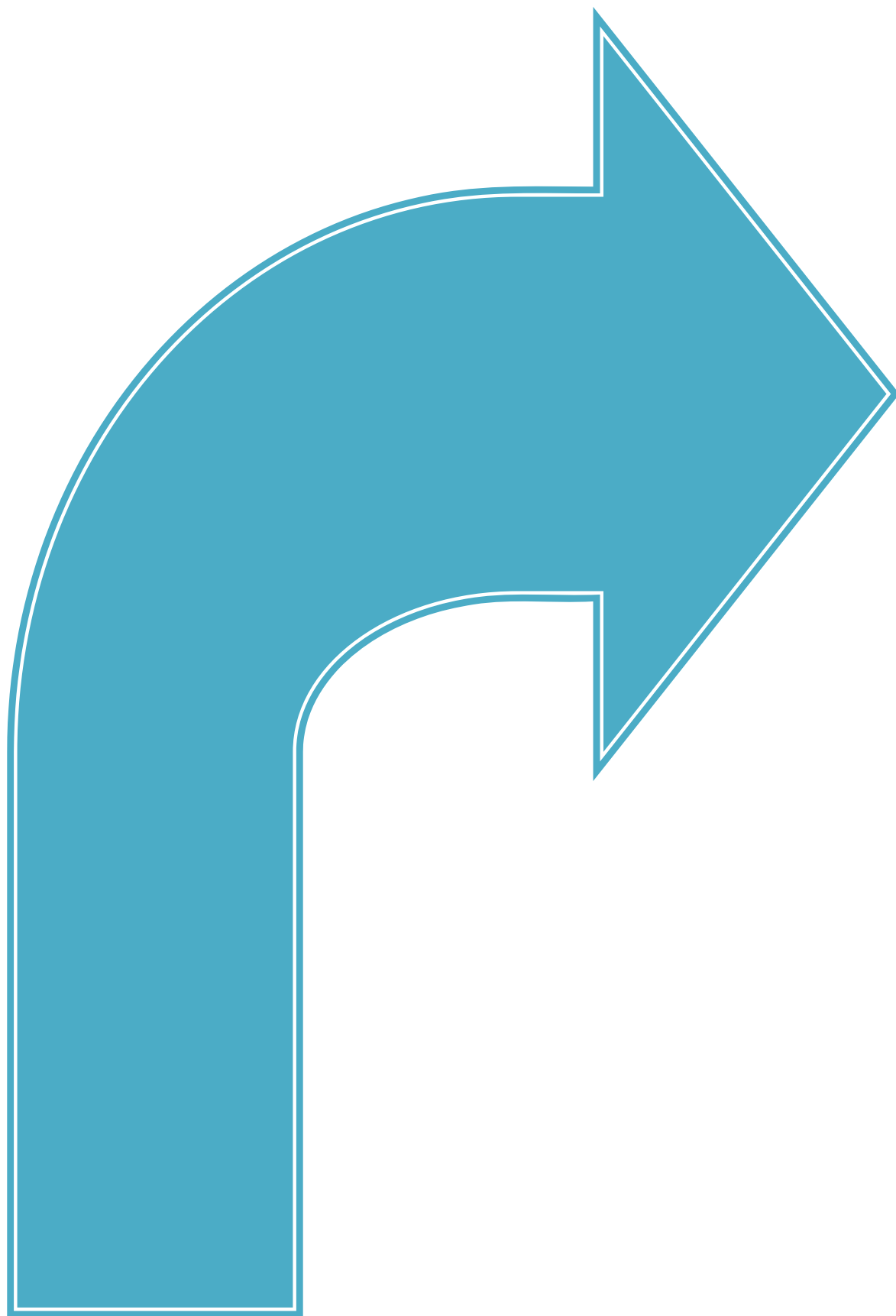
**Go
straight**

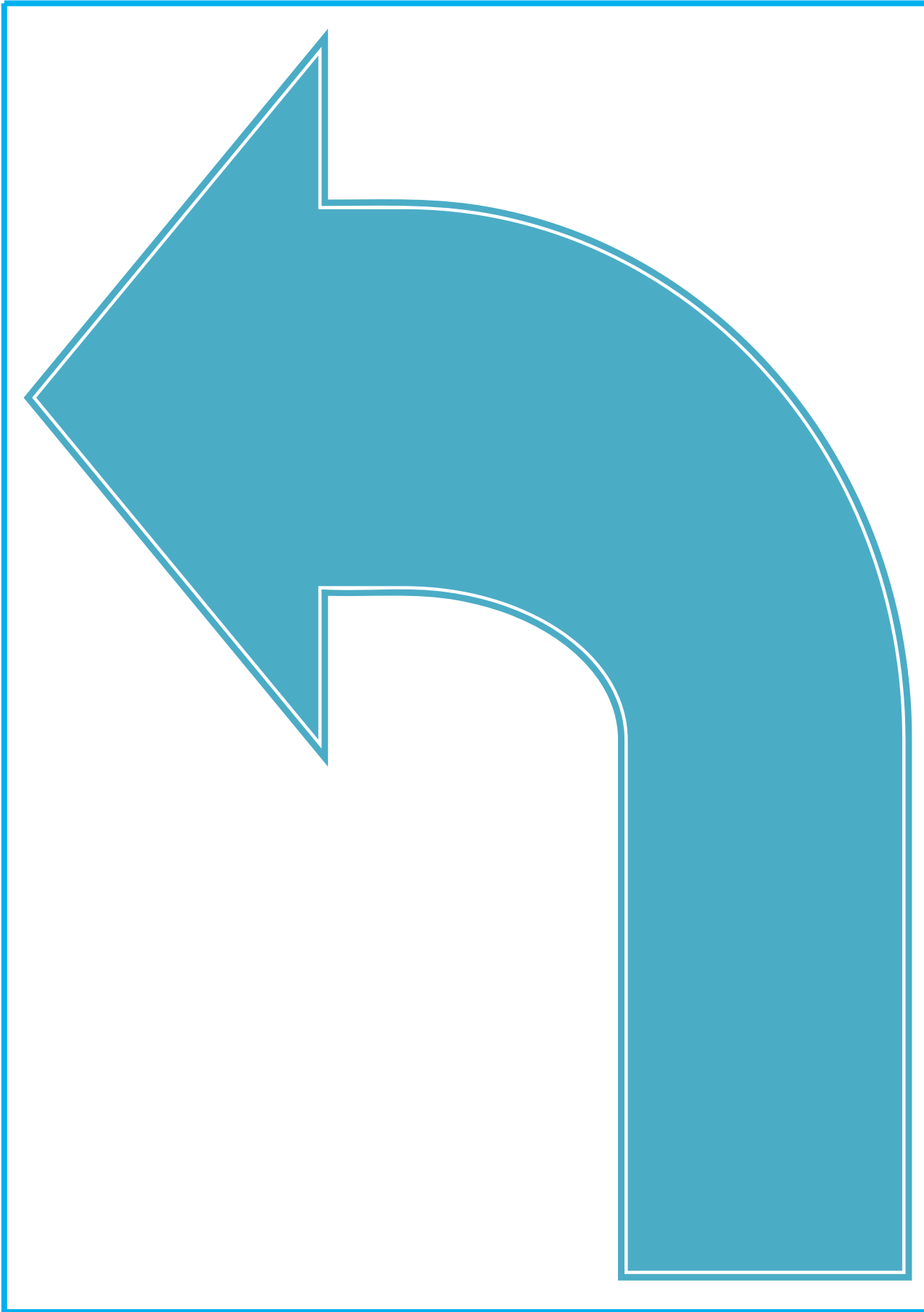


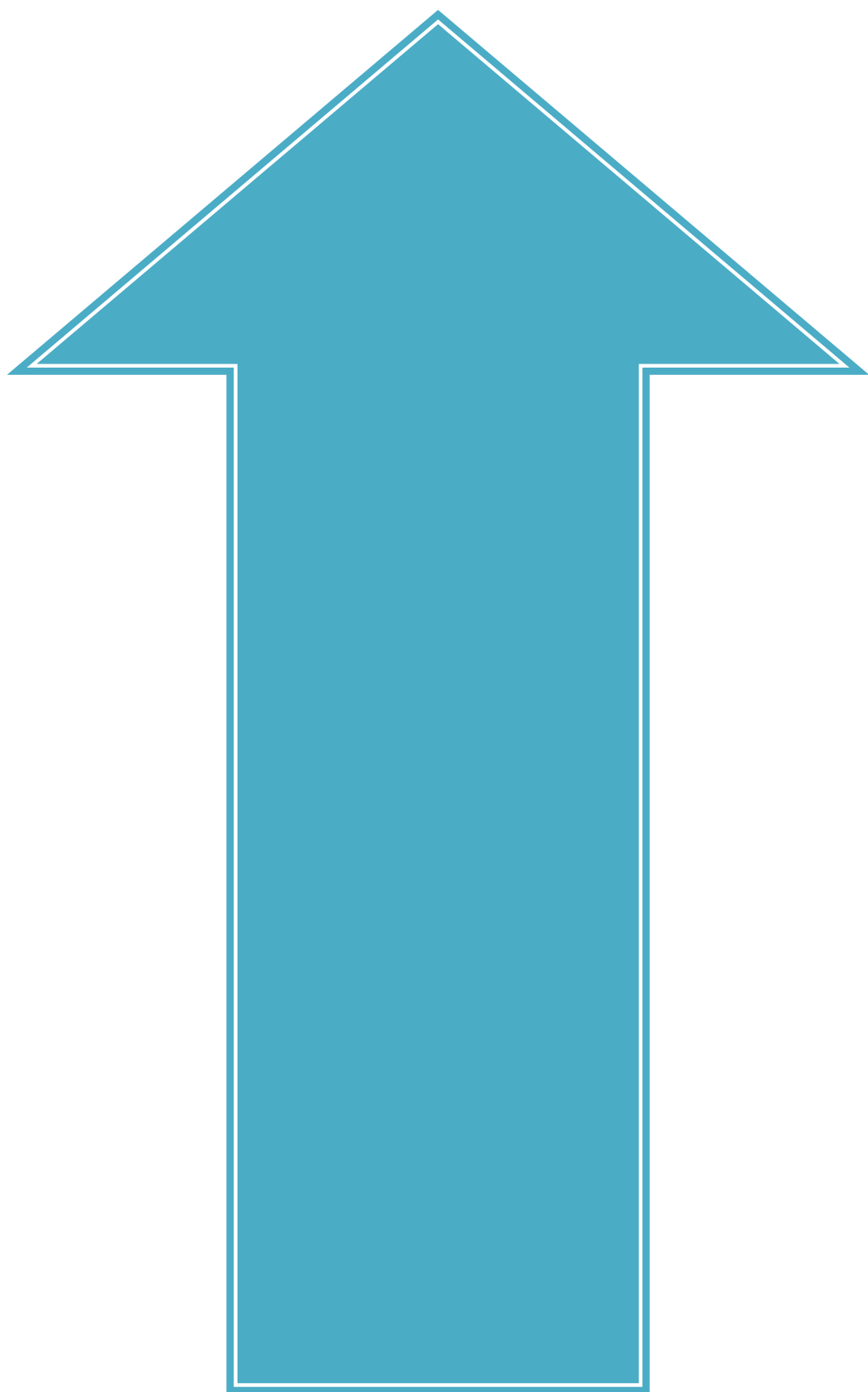
It's next to the

Pictures of Directions

Laminate the pictures if desired.



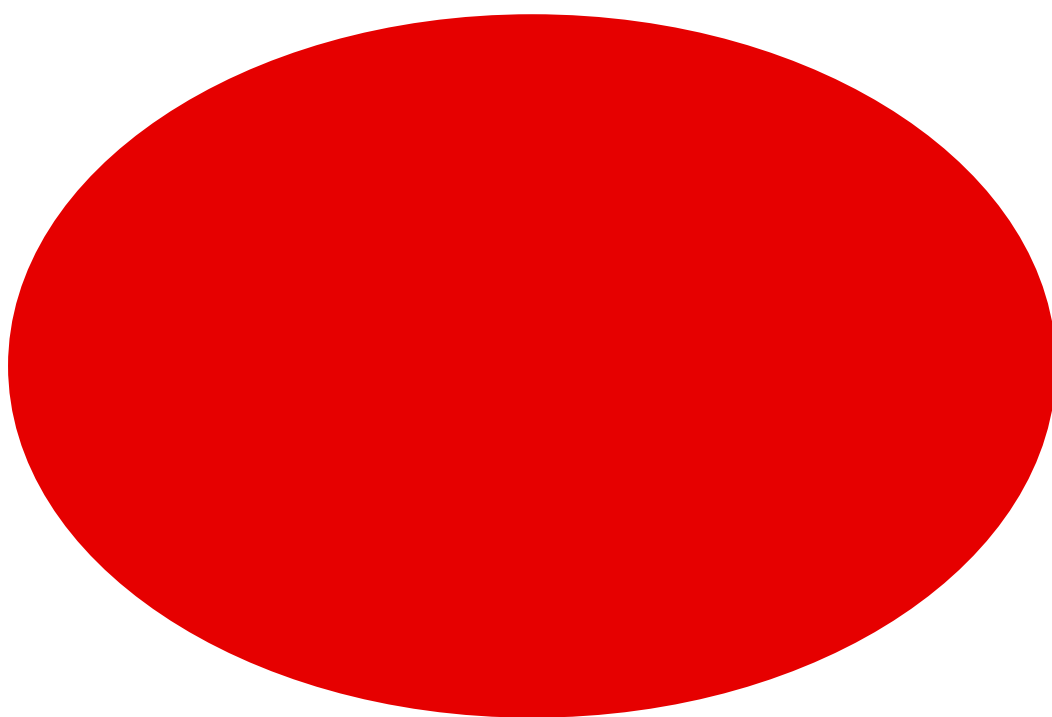
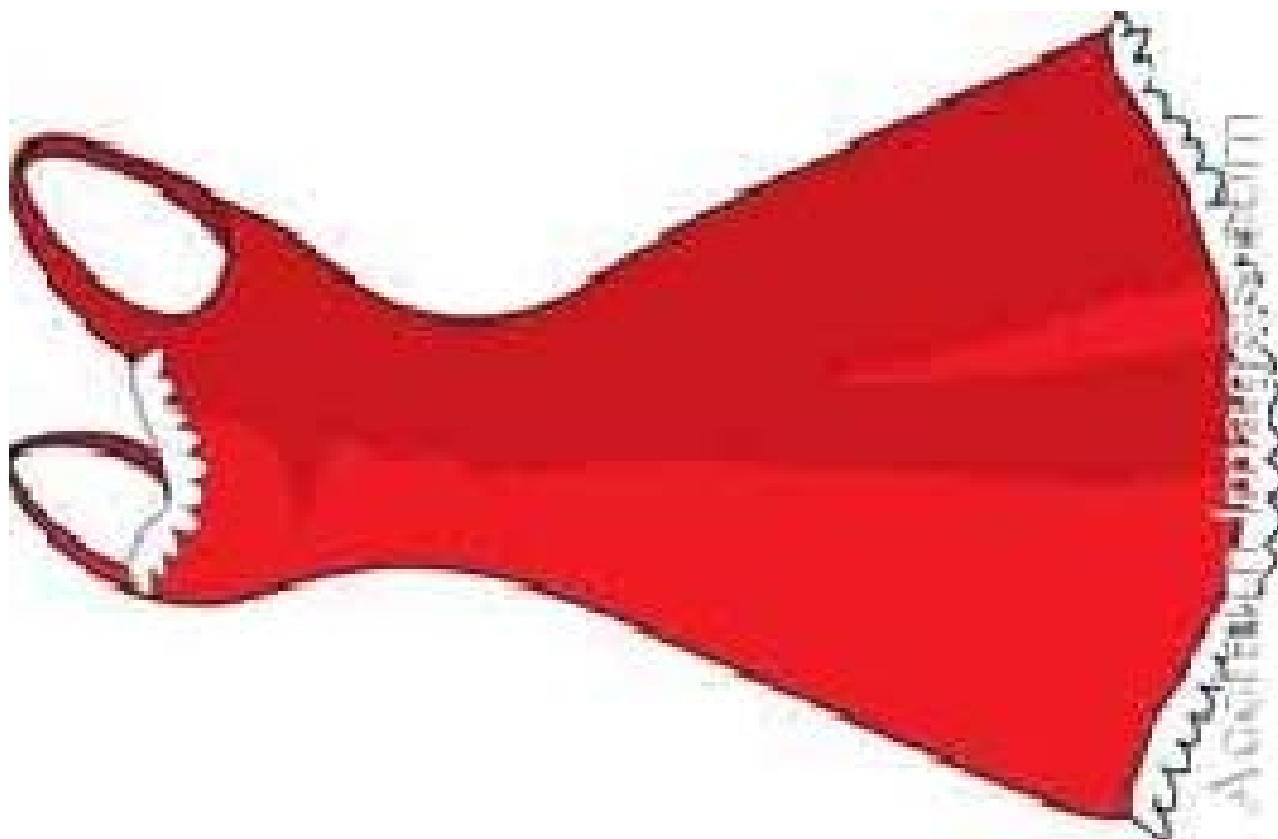


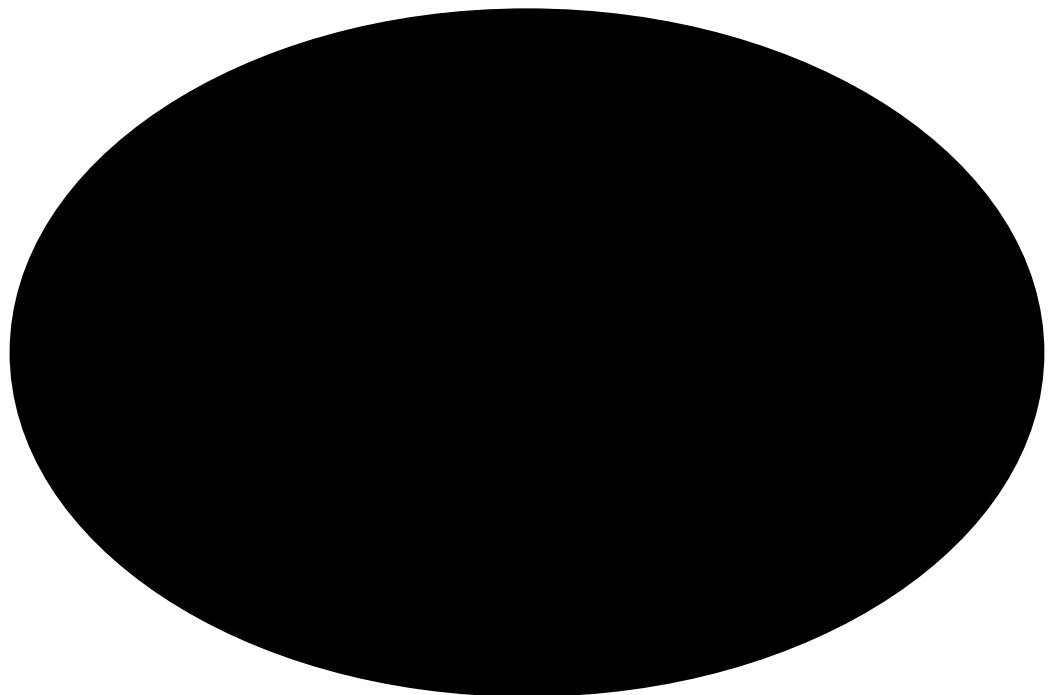


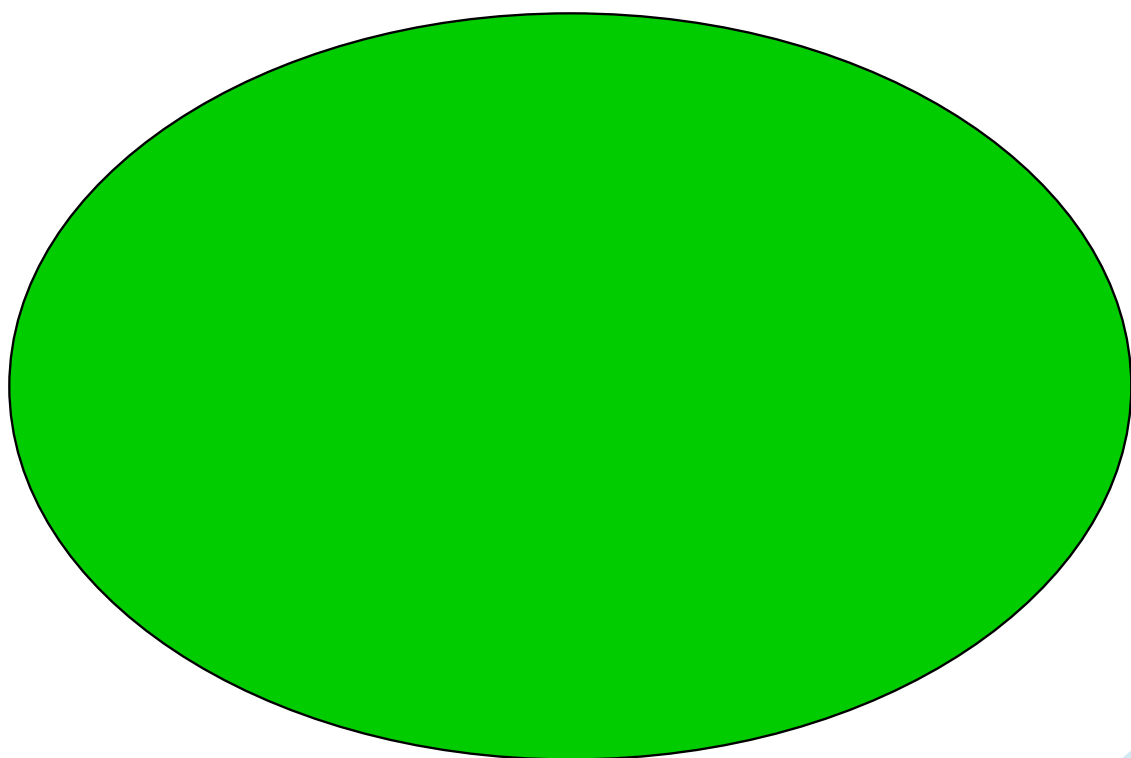
APPENDIX C

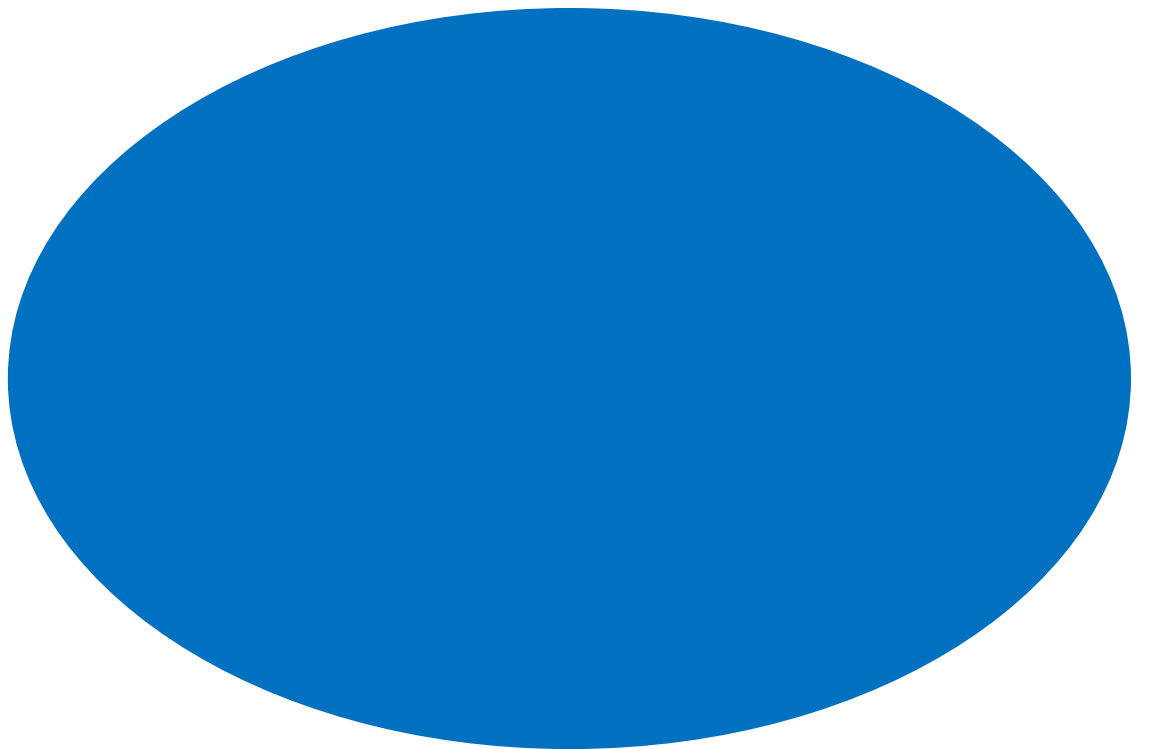
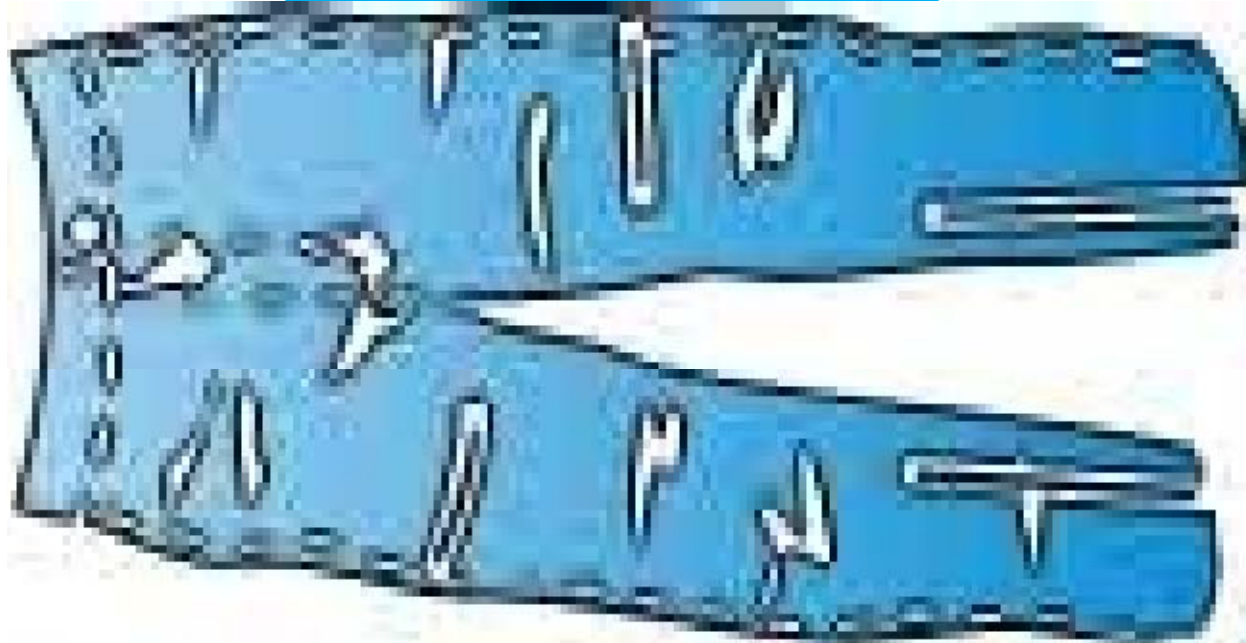
Pictures of Clothing items

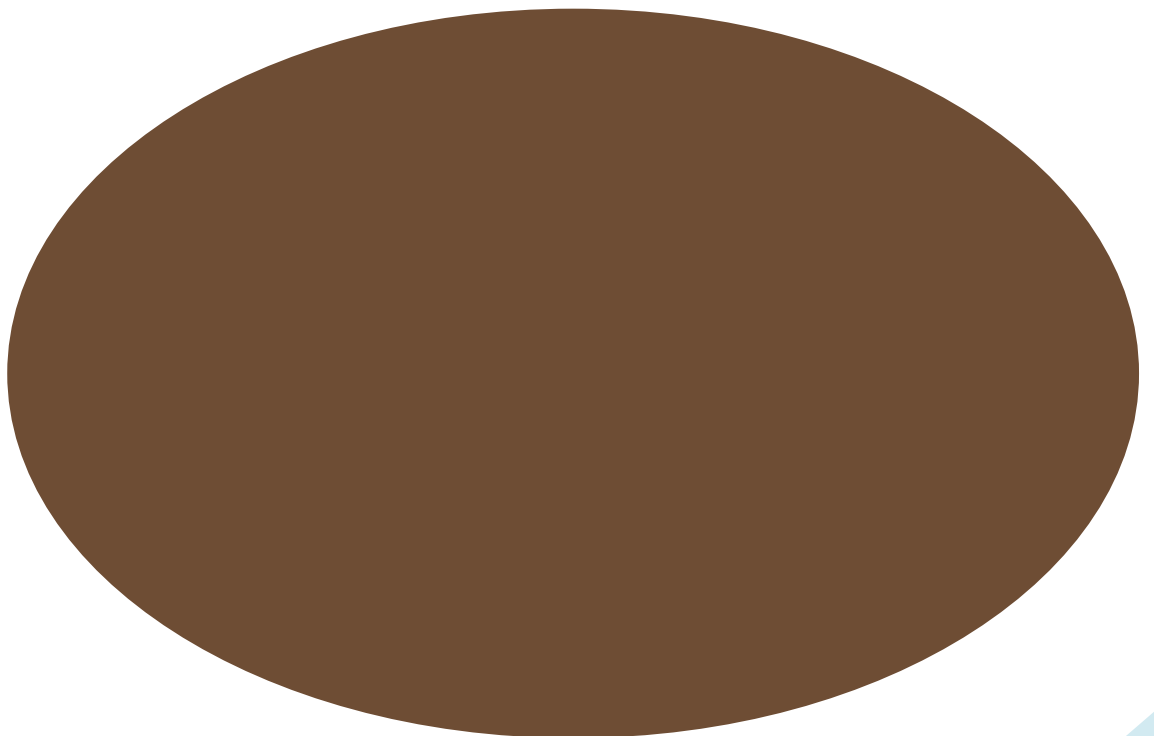
Laminate these pictures if desired.

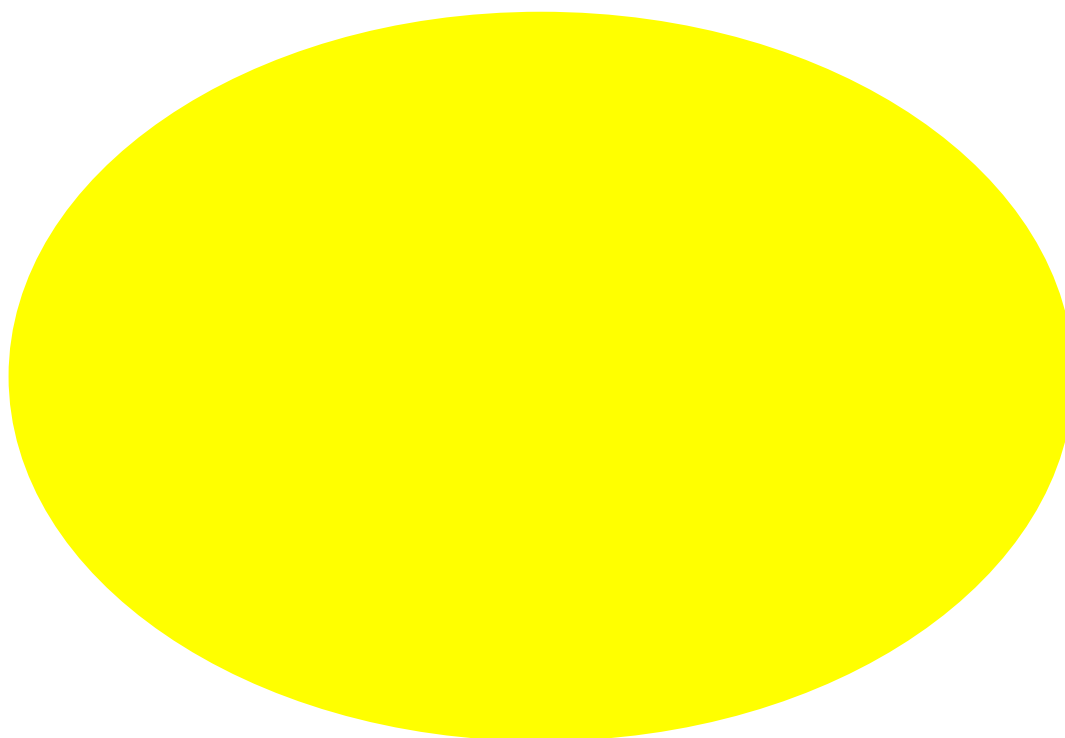
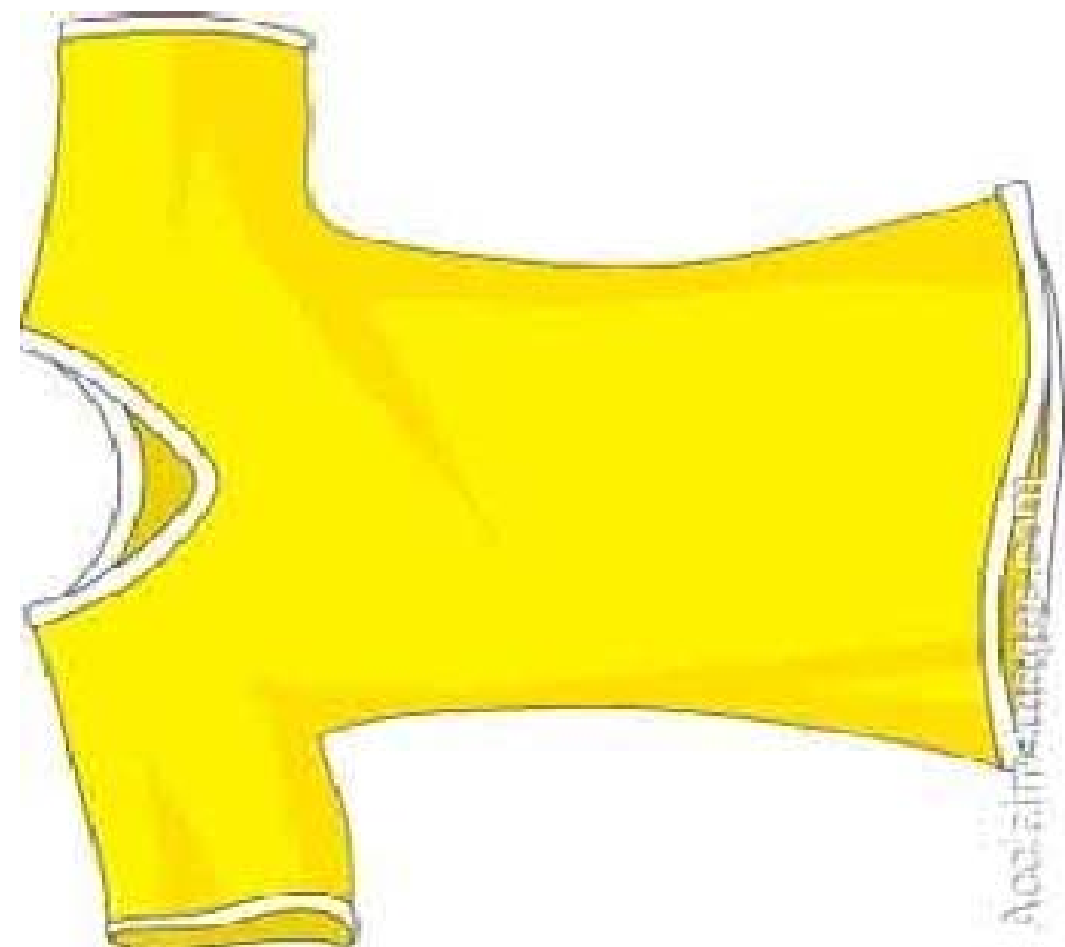


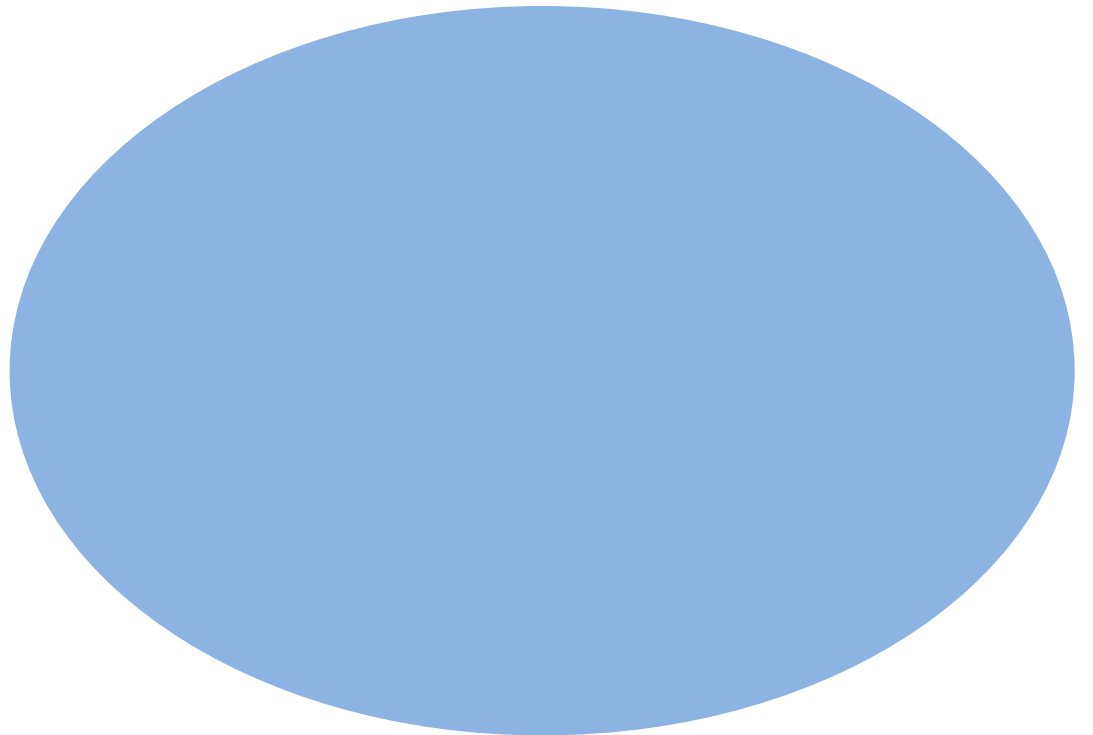


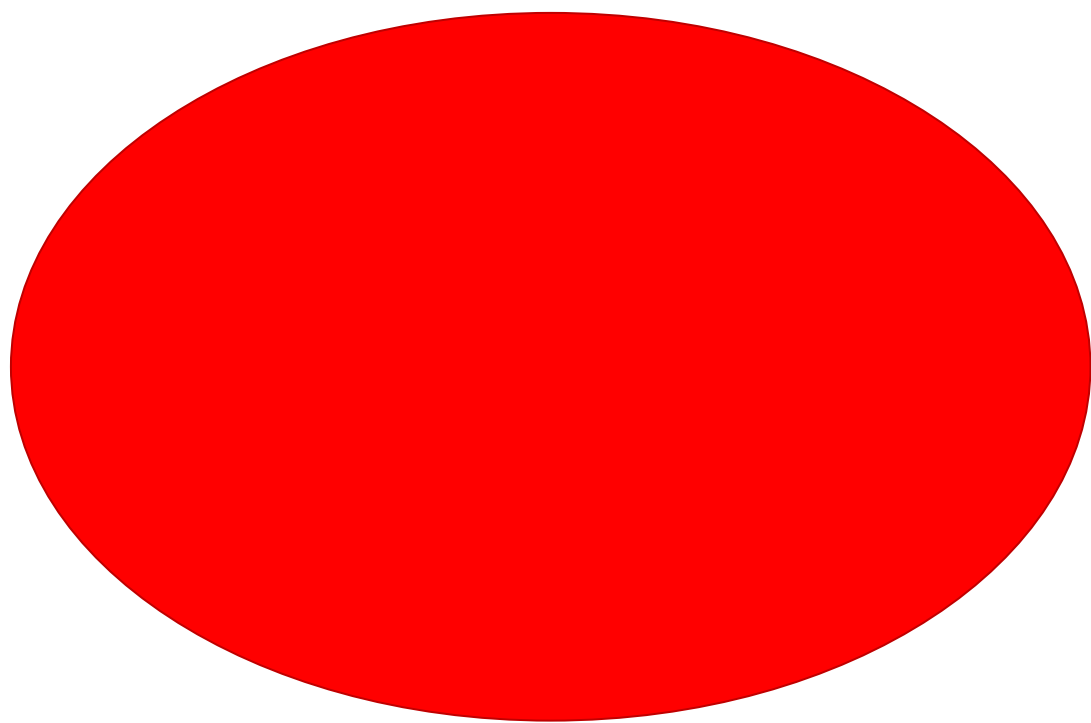
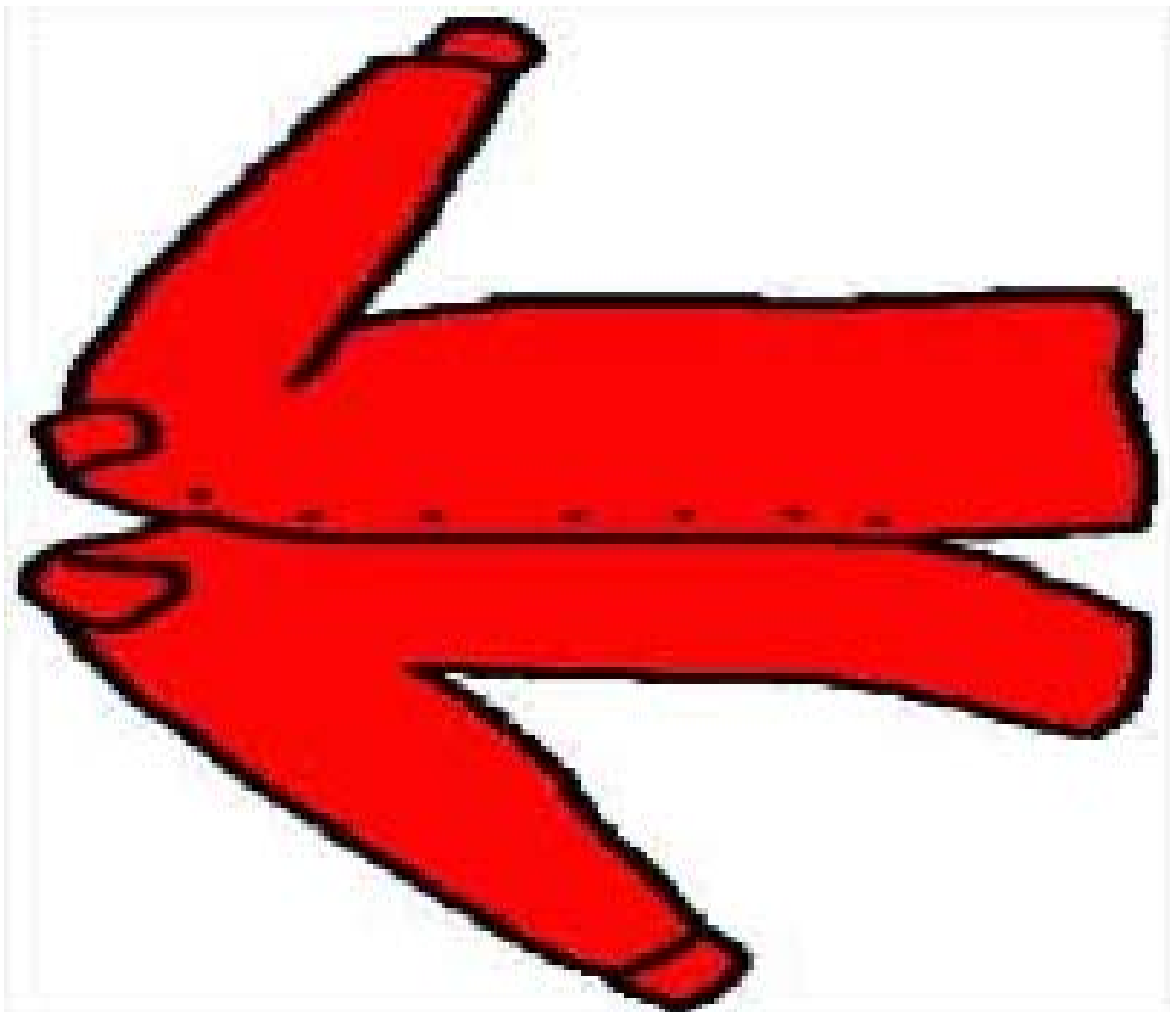












Flashcards for Clothes Swap Game

Copy these cards as many as the groups. Laminate if desired, then cut.









References

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- www.123RF.com
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- www.googleimage.com
- www.shutterstock.com

APPENDIX 6
SECOND DRAFT

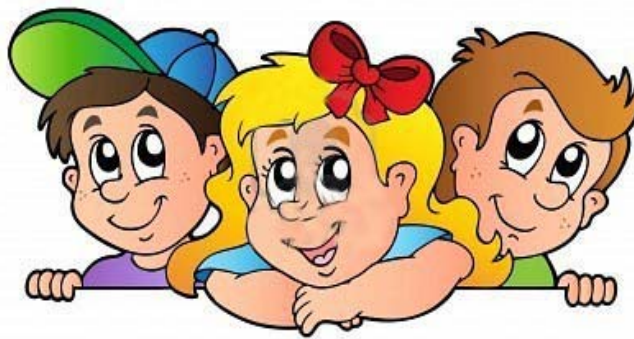
Teaching and Learning Kits for Promoting Interaction



Diah Pramita .S.

GRADE

5



Kata Pengantar

Era globalisasi telah tiba. Dalam era yang seolah tanpa jarak itu, komunikasi antar bangsa memegang peranan sangat penting. Bahasa Inggris sebagai bahasa dunia akan diperlukan dan digunakan orang di seluruh jagat. Itulah sebabnya, belajar berkomunikasi dengan bahasa Inggris sejak dini merupakan pilihan yang bijak.

Teaching and Learning Kits for Promoting Interaction ini disusun untuk menunjang pilihan bijak tersebut. Dengan *kits* ini, diharapkan belajar berkomunikasi dengan bahasa Inggris bukanlah hal yang sulit, terutama bagi anak-anak. *Kits* ini disajikan dengan materi dan kegiatan-kegiatan yang mendorong terjadinya interaksi. Dengan panduan yang mudah diikuti bapak dan ibu bisa mendorong siswa untuk mempraktekan bahasa dengan cara yang menyenangkan.

Teaching and Learning Kits for Promoting Interaction ini merupakan langkah-langkah mengajar untuk mendorong timbulnya percakapan atau dialog dalam bahasa Inggris. Untuk mendukung proses pembelajaran, *kits* ini telah disertai dengan media dan *worksheet*. Media pembelajaran yang tersedia adalah CD lagu-lagu berbahasa Inggris, kartu quartet, flashcards, gambar peta, dan gambar-gambar yang telah disesuaikan dengan materi yang akan diajarkan. Sedangkan *worksheet* didesain dengan kegiatan yang sesuai dengan anak-anak. Dengan tampilan yang menarik dan penuh warna akan menambah motivasi siswa mengerjakan kegiatan di dalam *worksheets*.

Teaching and Learning Kits for Promoting Interaction ini dikembangkan berdasarkan kurikulum dengan mempertimbangkan kebutuhan dan karakteristik guru dan siswa. *Kits* ini diramu dan disajikan secara menarik. Diharapkan, *kits* ini turut memberi sumbangan yang berarti dalam menyiapkan siswa-siswi berkomunikasi dalam bahasa Inggris menghadapi era globalisasi. Dalam proses belajar mengajar bapak dan ibu guru diharapkan untuk bisa mengembangkan *kits* ini. Terimakasih.

Yogyakarta, 17 Februari 2012

Penulis

Course Grid

Unit	Basic Competence	Indicators	Learning Materials	Learning Activities	Teaching Activities	Input Text	Media	Time
1. Can I Borrow Your Pencil?	6. Berbicara 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang.	1. Ss are able to say the names of things in their school bag. 2. Ss are able to use the expressions of asking for and giving things. 3. Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.	Language function : Asking for and giving things in the school bag . Examples of expressions : - Can I borrow your pencil? - Can I have a pen? - Sure, here you are. - Sure, here's a pen. - I'm sorry I'm using it. Key Grammatical structure: - Modal+S+V+ determiner + P Key Vocabulary: a sharpener scissors, a crayon, a pen, a pencil, a ruler, an eraser, a correction pen	Presentation : - Saying the names of things in the school bag. - Giving things to the teacher. - Imitating the use of the expressions. - Asking for and giving things each other. - Observing the dialogue pictures . - Listening to and responding to song. - Saying the expressions in the song. - Singing the song with action. Practice: - Practicing a dialogue of asking	Presentation : - Asking the students to review the names of things in the bag. - Asking for things to the students. - Modelling the use of the expressions. - Asking the student to ask for and give thing to his/her friend. - Inviting the students to observe the dialogue pictures. - Inviting the students to listen to and responding to song. - Asking the students to say the expressions mentioned in the song. - Inviting the students to sing "Can I Borrow your Pencil?" and/or "Can I Have a Pen?" song together with action. - Giving correction to their pronunciation. Practice: - Asking the students to do role playing to practice a dialogue of asking for and	- songs of "Can I Borrow Your Pencil?" and "Can I Have a Pen?" - dialogues including expressions of asking for and giving things	- stationery items - pictures of dialogue asking and giving things - sets of games quartet cards - mp3 player/CD player - CD of songs	2 x 35 minutes

				<p>and giving things with their partner (role play).</p> <p>Production :</p> <ul style="list-style-type: none"> - Playing a quartet card game. 	<p>giving things with their partner.</p> <ul style="list-style-type: none"> - Giving them the situation and the example of the dialogue first then asking them to act it out. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job” etc. <p>Production :</p> <ul style="list-style-type: none"> - Inviting students to play a “quartet card game”. - Dividing the students into groups of four. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then asking them to play. - Monitoring the groups. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job” etc.. 			
2. Where Is the Library?	<p>6. Berbicara</p> <p>6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang</p>	<ol style="list-style-type: none"> 1. Ss are able to use vocabulary and expressions in giving directions. 2. Ss are able to say the expressions of 	<p>Language function :</p> <p>Asking for and giving directions.</p>	<p>Presentation :</p> <ul style="list-style-type: none"> - Saying the direction vocabulary. - Responding to the 	<p>Presentation :</p> <ul style="list-style-type: none"> - Saying directions vocabulary by pictures then asking the students to repeat it. - Putting a big school map on 	- a song of “Where Is the Library?”	- a big school map - pictures of directions	2 x 35 minutes

	melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.	asking for and giving directions from the song. 3. Ss are able to ask for and give directions to their partner based on the context.	<p>Example of Expression :</p> <ul style="list-style-type: none"> - Excuse me where's the library? - Go straight and turn right. It's next to the canteen. <p>Key Grammatical Structure :</p> <ul style="list-style-type: none"> - WH Question+ tobe+ determiner + N - V+adv <p>Key Vocabulary : classroom, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, toilet, field, library, canteen, teacher's room, principal's office, laboratory, parking area</p> <p>turn left, turn right, go straight, it's next to the (canteen)</p>	<p>teacher by sticking the direction cards.</p> <ul style="list-style-type: none"> - Listening to a song and taking a good look at the map. - Responding to the song. - Singing the "Where's the library?" <p>Practice :</p> <ul style="list-style-type: none"> - Responding to the teacher and friends. 	<p>the board then asking for directions to some places in the map.</p> <ul style="list-style-type: none"> - Inviting the students to listen to a "Where's the library?" song and taking a good look at the map. - Stopping the song while they are in the middle of listening, then asking them what directions may come next. (Ss can predict what directions may come next by looking at the map on the board). - Dividing the students in halves then Asking them to sing "Where's the Library?" song by turns (the half of the class sing the asking for directions part and the rest sing the giving directions part). <p>Practice :</p> <ul style="list-style-type: none"> - Asking the students to take a good look at the map on the board then asking for directions to some places. - Asking the students to give directions to get to some places on the map to their friends then asking the them to guess the place. 	<p>dialogues including expressions of asking and giving</p>	<p>CD of songs</p> <p>worksheets</p>	
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				Production : <ul style="list-style-type: none"> - Playing an information gap game. 	Production : <ul style="list-style-type: none"> - Inviting the students to play information gap game in pairs. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, “Good Job” etc. 			
3. I Like to Wear a White Shirt	2. Berbicara 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan	1. Ss are able to say the names of clothing items. 2. Ss are able to use the expressions of asking for and giving information about what they like to wear. 3. Ss are able to ask for and give information about what they like to wear based on the context.	Language Function : Asking for and giving information. Examples of Expressions : <ul style="list-style-type: none"> - What do you like to you wear? Key Grammatical Structure : <ul style="list-style-type: none"> - WH Q + do+ S like+to+V? - S+ like+ to+V+NP Key Vocabulary: A blue shirt, blue jeans, brown shoes,	Presentation : <ul style="list-style-type: none"> - Saying the names of clothing items. - Responding to the teacher’s questions. - Imitating the use of the expressions. - Asking for information about what his/her friends like to wear. - Listening to a song. - Mentioning the clothes in the lyric. - Saying the expressions in the song. - Singing the “I Like to Wear a White Shirt” song. 	Presentation : <ul style="list-style-type: none"> - Asking the students to review the names of clothing items by large flashcards. - Asking for information about what the students like to wear. - Giving them example how to express the expressions and ask them to repeat it. - Asking them to ask his/her friends what clothes he/she likes to wear. - Inviting the students to listen to a song. - Asking them to mention the clothes mentioned in the lyric. - Asking the students to 	- ““I Like to Wear a White Shirt” song. - Dialogues including expressions of asking for and giving information about what they like to wear.	<ul style="list-style-type: none"> - Pictures of clothing items. - set of clothing items flashcards - Pictures of song - Work-sheets - CD of songs 	2 x 35 minutes

			brown belt, a yellow t shirt, a red jacket, a black hat, a pink skirt, a green dress	<p>Practice :</p> <ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving information about what they like to wear <p>Production :</p> <ul style="list-style-type: none"> - Playing a “swap clothes” game or “survey” game. 	repeat the expressions mentioned in the song. - Inviting students to sing “I Like to Wear a White Shirt” song together. - Giving correction to their pronunciation and phrase. <p>Practice :</p> <ul style="list-style-type: none"> - Asking the students to do role play a dialogue asking for and giving information about what they like to wear based on situation given by teacher in pairs. - Monitoring the class and listen to as many of the pairs. - Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, “Good Job”, etc. <p>Production :</p> <ul style="list-style-type: none"> - Inviting students to play “a swap clothes” game or “survey” game. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”. 			
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Lesson Plan

Can I Borrow Your Pencil?

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan meminta barang, dan memberi barang.

Indicators :

- Ss are able to say the names of things in their school bag.
- Ss are able to use the expressions of asking for and giving things.
- Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.

Kinds of text : short functional text (asking for and giving things)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective : Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.

B. Learning material :

Sample of expression

A : "Can I borrow your pencil?"
B : "Sure, here you are"
A : "Thank you"

A : "Can I have a pen?"
B : "Sure, here's a pen"
A : "Thank you"

A : "Can I borrow your pencil?"
B : "I'm sorry I'm using it"

A : "Can I have a pen?"
B : "I'm sorry I'm using it"

Structure : Modal+S+V+determiner+N?

Vocabulary

Example : a sharpener, a pen, a pencil, a ruler, an eraser, a correction pen, scissors, a crayon

Pronunciation : /ə ʃɑː.pən.ər/, /ə pen/, /ə pent .səl/, /ə ruː.lər/, /ən ɪˌreɪ.zər /, /ə.kərek.ʃən. pen/, /'slz.ə z/, / ə kreɪ.Dn/.

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening:

Greeting, checking attendance, praying, leading in.

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the names of things in the school bag. - Giving things to the teacher. - Imitating the use of the expressions. - Asking for and giving things each other. - Observing the dialogue pictures. - Listening to and responding to song. - Saying the expressions in the song. - Singing the song with action. - 	<ul style="list-style-type: none"> - Asking the students to review the names of things in the school bag. - Asking for things to the students. - Modelling the use of the expressions. - Asking the student to ask for and give a thing to his/her friend. - Inviting the students to observe the dialogue pictures. - Inviting the students to listen to and responding to song. - Asking the students to say the expressions mentioned in the song. - Inviting the students to sing “Can I Borrow your Pencil?” and/or “Can I Have a Pen?” song together with action. - Giving correction to their pronunciation.
Practice	<ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving things with their partner. 	<ul style="list-style-type: none"> - Asking the students to do role playing to practice a dialogue of asking for and giving things with their partner. - Giving them the situation and example of the dialogue first then asking them to act it out. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great”, etc.
Production	<ul style="list-style-type: none"> - Playing a quartet card game. 	<ul style="list-style-type: none"> - Inviting students to play a “quartet card game”. - Dividing the students into groups of four. - Telling the rules of the game clearly to the students. Giving them example of how to play the game first then ask them to play. - Monitoring the class and listening to the groups in the class while giving them assessment if it is needed.

		- Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, etc.
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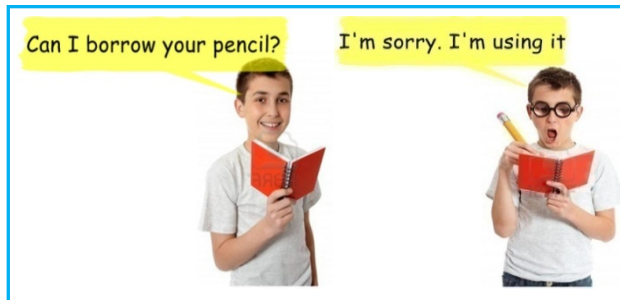
Plenary:

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?
- Further guidance : -
- Reflection : Do you like today's activities? Do you like the song? Do you like the game?

E. Source and media :

- things in the school bag
- dialogue pictures



- a song of “Can I Borrow Your Pencil?”

Allegro 2/4 1=C

5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I		bor-row		your	ru	-ler	your	ru	-ler	your	ru	-ler?
5	.	6	5	4	3	4	5	2	5	3	1	.	0

Can	I		bor-row		your	ru	-ler?	Sure.	Here	you	are		
5	.	6	5	4	3	4	5	3	4	5	3	4	5

Can	I		bor-row		your	pencil	your	pencil	your	pencil?			
5	.	6	5	4	3	4	5	2	5	3	1	.	0

Can I bor-row your pencil? I'm sorry. I'm using it

- a song of “Can I Have a Pen?”

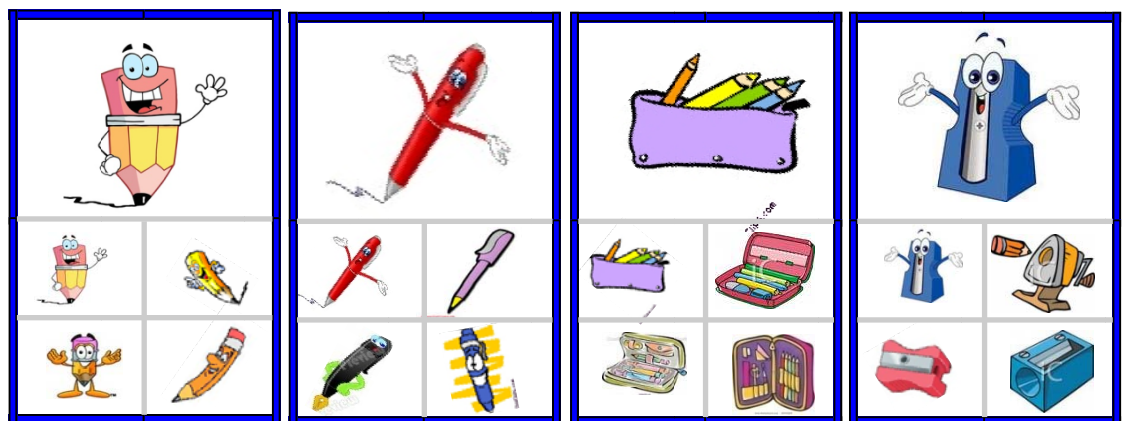
Can I Have a Pen?

Do = B^b

4/4

1	3	5	5	6	0	5	4	6	5
Can	I	can	I	can	I	have	a	pen	
1	3	5	5		4	0	3	2	2
Sure	sure	sure	here's		a			pen	
1	3	5	5	i	0	i	6	6	5
Can	I	can	I	can	I	have	a	book	
1	3	5	5		3	2			1
Sure	sure	sure	here's		a			book	

- sets of games quartet cards



F. Assessment

1. Technique : non-test
2. Type : student's performance, student's participation
3. Instrument : Get four cards about the same pictures, by asking for a thing with expressions that we have learnt, e.g. “Can I borrow your pen?” answer with “Sure, here you are”, if you have the card, but answer with “I’m sorry I’m using it” if you don’t have the card”.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

School Principal

Yogyakarta, _____

English Teacher

Lesson Plan

Where Is the Library?

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan petunjuk.

Indicators :

- Ss are able to use vocabulary and expressions in giving directions.
- Ss are able to say the expressions of asking for and giving directions from the song.
- Ss are able to ask for and give directions to their partner based on the context.

Kinds of text : short functional text (asking and giving directions)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective : Ss are able to ask for and give directions to their partner using the expressions of asking for and giving directions based on the context.

B. Learning material

Sample of expressions:

A	: "Excuse me where's the library?"
B	: "Go straight and turn right. It's next to the canteen".
A	: "Thank you"
B	: "You are welcome".

Structure : WH Question+ to be+ determiner + N?

V+ adv.

Vocabulary

Example : classroom, 1th grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, toilet, field, library, canteen, teacher's room, principal's office, laboratory, turn left, turn right, go straight, it's next to

Pronunciation: /'klaʊs.ru:m/, /fɜːst. greɪd/, /sek.ənd greɪd/, /θɜːd greɪd/, /fɔːrθ greɪd/, /fɪfθ greɪd/, /sɪksθ greɪd/, /'tʊɪ.lət/, /fiːld/, /'laɪ.brər.i/, /kæn'tiːn/, /'tiː.tʃər s.ru:m/, /prɪnt.sɪ.pəl s .ɒf.ɪs/, /læb.rə.tɔːr.i/, /tʊn left/, /tʊn raɪt/, /gəʊ streɪt/, /ɪts nekst tu ðə/

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening activities:

Greeting, checking attendance, praying, leading in

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the direction vocabulary. - Responding to the teacher by sticking the directions cards. - Listening to a song and taking a good look at the map. - Responding to the song. - Saying the expressions mentioned in the song. - Singing the "Where's the Library?" song. 	<ul style="list-style-type: none"> - Saying direction vocabulary by pictures then asking the students to repeat it. - Putting a big school map on the board then asking for directions to some places in the map. - Inviting the students to listen a "Where's the Library?" song and taking a good look at the map. - Stopping the song while they are in the middle of listening, then asking them what directions may come next. (Ss can predict what directions may come next by looking at the map on the board). - Playing the song and asking to repeat the expressions how to ask for and give directions. - Dividing the students in halves then asking them to sing "Where's the Library?" song by turns. (the half of the class sing the asking for directions part and the rest sing the giving directions part).
Practice	<ul style="list-style-type: none"> - Practicing a dialogue of asking for and giving directions. 	<ul style="list-style-type: none"> - Asking the students to take a good look at the map on the board then asking for directions to some places. Calling on one student to give just the first section of directions, then another student for the second section, and then

		<p>another until reaching the destination. Repeating until the students feel comfortable with the phrases to give a whole set of directions on their own.</p> <ul style="list-style-type: none"> - Asking the students to give directions to get to some places on the map to their friends then asking the them to guess the place.
Production	- Playing information gaps game.	<ul style="list-style-type: none"> - Inviting the students to play an information gap game in pairs. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then ask them to play. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”, etc.

Plenary:

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?.
- Further guidance : -
- Reflection : Do you like today’s activities? Do you like the song? Do you like the game?

E. Source/Media:

- a big school map
- pictures of directions
- dialogue of asking for and giving directions
- worksheets

- a song of “Where’s the Library”

Where’s the Library?

Allegro 4/4 1 = C

| 1 3 1 3 . | 1 3 6 5 0 |

Ex cuse me where’s the li bra ry?

Go straight and turn right. It’s next to the canteen.

| 1 3 1 3 . | 1 6 5 0 |

Ex cuse me where’s the can teen?

Turn right and go straight. It’s next to the hall.

F. Assessment

1. Technique : non-test
2. Type : students’ performance, students’ participation
3. Instrument : You and your partner have different maps. Do not look at your partner’s map. Ask your partner how to get to the places bellow, starting each time from the 😊 . Write the name in the right place. Then let your partner ask you.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

Yogyakarta, _____

School Principal

English Teacher

Lesson Plan

I Like to Wear a White Shirt

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan.

Indicators :

- Students are able to say the names of clothing items.
- Students are able to use the expression of asking for and giving information about what they like to wear from the song.
- Students are able to ask for and give information about what they like to wear based on the context.

Kinds of text : short functional text (asking for and giving information)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective: Ss are able to ask for and give information about what they like to wear based on the context.

B. Learning material

Sample of expressions:

A : "What do you like to wear?"

B : "I like to wear red trousers and a white shirt"

Structure : Wh Q+ do+ S +like+ to + V?. S+like to+ V+ NP

Vocabulary

example : A blue shirt, blue jeans, brown shoes, brown belt, a yellow t shirt, a red jacket, a black hat, a pink skirt, a green dress

Pronunciation : /ə blu: ɪt/, / blu: dʒi:nz/, /braʊn uːz/, /ə braʊn belt/, / ə jel·oʊ ti
 ɪrt/, / ə red dɪæk·t/, /ə blæk hæʃ/, / ə pɪŋk skɪrt/, / ə grin dres/

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening activities:

Greeting, checking attendance, praying, leading in

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the names of clothing items. - Responding to the teacher's questions. - Imitating the use of the expressions. - Asking for information about what his/her friends are like to wear. - Listening to a song. - Mentioning the clothes in the lyric. - Saying the expressions in the song. - Singing the "I Like to Wear a White Shirt" song. 	<ul style="list-style-type: none"> - Asking the students to review the names of clothing items by pictures of clothing items. - Asking for information about what the students like to wear. - Giving them example how to express the expression and ask them to repeat it. - Asking them to ask his/her friends what clothes are like to wear. - Inviting the students to listen to a song. - Asking them to mention the clothes mentioned in the lyric. - Asking the students to repeat the expressions mentioned in the song. - Inviting students to sing "I Like to Wear a White Shirt" song together. - Giving correction to their pronunciation and phrase.
Practice	<ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving information about what they like to wear. 	<ul style="list-style-type: none"> - Asking the students to do role play a dialogue asking for and giving information about what they like to wear based on the situation given by teacher in pairs. - Giving them the example of the dialogue first then asking them to do the dialogue. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying "Well done, Very Good, Great, Good Job", etc.
Production	<ul style="list-style-type: none"> - Playing "swap clothes" game 	<ul style="list-style-type: none"> - Inviting students to play "swap clothes" game

	or “survey” game.	or “survey” game. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then ask them to play. - Walking round the class and listening to the groups in the class. - Giving comments to their performance by saying “Well done, Very Good, Great, etc.
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Plenary

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?
- Further guidance : -
- Reflection : Do you like today’s activities? Do you like the song? Do you like the game?

E. Source/Media:

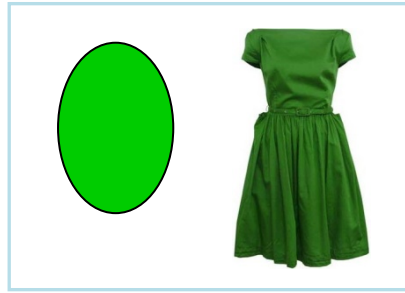
- “I Like to Wear a White Shirt” song

I Like to Wear a White Shirt

Allegro 4/4 1=C

3 . 2 1 2	3 3 3 0 3	2 2 3 0 2	3 5 5 0
What do you like	to wear ?	like to wear	like to wear.
3 . 2 1 2	3 3 3 0 3	2 . 3 2	1 . 0 0
I like to wear red trousers	and a	white	shirt .
3 . 2 1 2	3 3 3 0 3	2 2 3 0 2	3 5 5 0
What do you like	to wear ?	like to wear	like to wear.
3 . 2 1 2	3 3 3 0 3	2 . 3 2	1 . 0 0
I like to wear a pink dress	and a	blue	veil.

- Pictures of song
- Worksheets
- Pictures of clothing items



- set of clothing items flashcards



F. Assessment

1. Technique : non-test
2. Type : Student's performance, student's participation
3. Instrument : Work in pairs. In your pairs you are going to play a swap clothes game. Ask for information about what your partner wearing using the expression "What are you wearing?" and your partner will answer (e.g.) I'm wearing a blue shirt and a white skirt" based on the picture in the card she/he has, and vice versa. Then swap the card after finishing a dialogue. Find another partner and do the same thing.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

Yogyakarta, _____

School Principal

English Teacher

Table of Contents

	Page
Kata Pengantar	i
Course Grid	ii
Lesson Plans	vii
Table of Contents	xx
Teacher's Guide for Lesson 1	2
Teacher's Guide for Lesson 2	9
Teacher's Guide for Lesson 3	15
Worksheets	22
Appendices	26
References	63

Teacher's Guide





Lesson 1, Can I Borrow your Pencil?

Presentation

A Saying the names of things in the school bag

Prosedur :

1. Tunjukkanlah benda-benda yang biasa terdapat dalam tas sekolah.
2. Mintalah siswa untuk menyebutkan namanya dalam bahasa Inggris.
3. Perbaikilah pengucapan siswa jika ada kesalahan. Berilah model pengucapan yang benar dan mintalah siswa untuk menirukan.
4. Beri perhatian, motivasi dan komentar yang membangun.

Tujuan : Mengingat nama-nama benda yang ada di dalam tas sekolah.

Media : alat-alat tulis sekolah

Waktu : 5 menit

Contoh ekspresi guru : *Well, Now look at this! Can you see it? What is this? What we call this in English? Say it louder! That's nice! Good try, but not quite right! That's right! Let's all say that together! Say the word after me.*

B Imitating the use of the expressions

Prosedur :

1. Panggilah salah satu siswa dan mintalah alat tulis darinya, "*Can I have a pen?*". Pastikan semua siswa di kelas memperhatikan kegiatan ini.
2. Panggilah beberapa nama siswa lagi dan mintalah alat tulis yang lain. Guru boleh menggunakan ungkapan meminta barang yang berbeda, "*Can I borrow your pen?*", "*May I borrow your pen?*". Pada kegiatan ini, guru memberikan kebebasan siswa dalam merespon ungkapan. Berilah mereka pujian.
3. Perbaikilah respon siswa jika ada kesalahan. Apabila siswa belum mengucapkan ungkapan memberi barang, berilah contoh dan mintalah untuk menirukannya. "*Now say it this way. Sure, here you are*" atau "*I'm sorry. I'm using it*".



4. Ulangilah kegiatan no. 2 hingga siswa terlihat lancar.
5. Panggilah nama siswa dan mintalah dia untuk meminta alat tulis yang tidak dibawanya kepada salah satu teman di kelasnya.
6. Ulangi kegiatan no. 5 hingga siswa terlihat bisa menggunakan ungkapan meminta dan memberi barang.

Tujuan : Mengucapkan dan mengetahui fungsi ungkapan.

Media : peralatan tulis siswa

Waktu : 10 menit

Contoh ekspresi guru. *(a student's name) Can I have a pen? Can I borrow your pen?(a student's name) may I borrow your pen? Good try, now say it this way. Repeat after me "Sure, here you are". Now (a student's name) ask (a student's name) for a thing. Nice, now say it this way, "Can I borrow your ruler?"*.



Observing dialogue pictures

Prosedur:

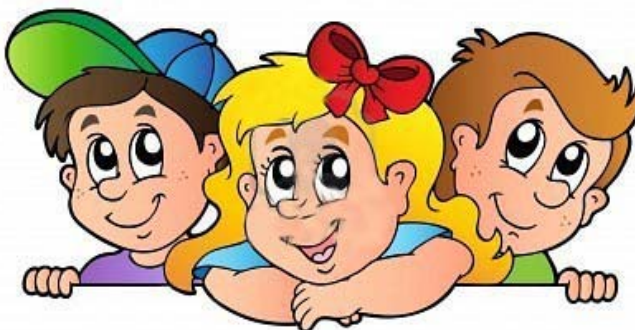
1. Ajaklah siswa untuk memperhatikan *dialogue pictures*.
2. Ajukanlah beberapa pertanyaan seputar gambar berkaitan dengan topik.
3. Bacalah dialog yang ada pada gambar dengan model pengucapan yang benar dan mintalah siswa untuk menirukannya.
4. Ulangilah kegiatan no. 1-3 untuk gambar dialog yang kedua.
5. Guru boleh memberikan contoh beberapa macam ungkapan meminta dan memberi barang barang.

Tujuan : Mengenalkan ungkapan yang akan diajarkan.

Media : *dialogue pictures* (halaman 26 dan 27)

Waktu : 5 menit

Contoh ekspresi guru : *Look at the picture! What do you see? Oh, this boy wants to write on his book. Does he has any pencil? What should he do? What should he say? Can you read the expressions? I'll read the expressions first. Repeat after me! Great!*



D Listening to and responding to the song

Prosedur:

1. Ajaklah siswa untuk mendengarkan lagu. Guru dapat memilih untuk memutarakan salah satu lagu saja "*Can I Borrow Your Pencil*" atau "*Can I have pen?*".
2. Sebelum lagu diputar, tugaskan siswa untuk menyebutkan ungkapan meminta barang yang terdapat di dalam lirik lagu.
3. Putarlah lagu. Pastikan lagu terdengar jelas oleh setiap siswa di kelas.
Hentikanlah lagu setelah penyanyi mengucapkan ungkapan meminta barang (lihat lirik lagu).
4. Mintalah siswa untuk mengucapkan ungkapan yang mereka dengar. Apabila siswa belum dapat mengucapkannya, ulangilah lagu pada bagian tersebut dan bimbinglah siswa untuk dapat mengucapkannya dengan baik.
5. Selanjutnya, tanyakanlah pada siswa bagaimanakah ungkapan untuk meresponnya.
6. Setelah siswa menjawab, putarlah lanjutan lagu untuk mencocokkan jawaban mereka. Berilah sanjungan pada siswa.
7. Ulangilah kegiatan no. 3 – 6 untuk lirik selanjutnya.

Can I Have a Pen?

Do = B^b

4/4	1	3	5	5	6	0	5	4	6	5
	Can	I	can	I	can	I	have	a	pen	
	1	3	5	5		4	0	3	2	2
	Sure	sure	sure	here's				a	pen	
	1	3	5	5	i	0	i	6	6	5
	Can	I	can	I	can	I	have	a	book	
	1	3	5	5		3	2			1
	Sure	sure	sure	here's		a			book	



Allegro 2/4 1=C

5 . 6 5 4 | 3 4 5 | 3 4 5 | 3 4 5 |

Can I bor-row your ru -ler your ru -ler your ru -ler?

5 . 6 5 4 | 3 4 5 | 2 5 | 3 1 . 0 |

Can I bor-row your ru -ler? Sure. Here you are

5 . 6 5 4 | 3 4 5 | 3 4 5 | 3 4 5 |

Can I bor-row your pencil your pencil your pencil?

5 . 6 5 4 | 3 4 5 | 2 5 | 3 1 . 0 |

Can I bor-row your pencil? I'm sorry. I'm using it

Tujuan : menarik minat belajar dan mengucapkan ungkapan yang diajarkan.

Media : CD lagu "Can I Borrow Your Pencil", mp3 player

Waktu : 10 menit

Contoh ekspresi guru : *Ok everyone! Let's listening to a song. Pick out the exspression of asking for thing in the song. So, are you ready to listen? I'll start the song! What expression did you hear? How do you say it? How do you respons it? Now, listen again and check your answer. And what will you say to response it? Good!*

E Singing the song with action

Procedur :

1. Bagilah kelas menjadi dua kelompok. Kelompok pertama adalah kelompok yang akan menyanyikan ungkapan meminta barang. Kelompok kedua adalah kelompok yang akan menyanyikan ungkapan memberi barang.
2. Ajarkanlah gaya pada lagu ini. Contohnya, gaya memberi penggaris ketika menyanyikan ungkapan memberi barang dan gaya melambaikan tangan ketika ungkapan menolak barang dinyanyikan. Guru dapat mengembangkan gaya supaya lebih menarik.
3. Ajaklah kelompok untuk berdiri dan saling berhadapan.



5. Putarlah lagu dan mulailah bernyanyi bersama disertai gaya.
6. Ulangi kegiatan ini dengan menukar lirik dalam kelompok.

Tujuan : Melatih pengucapan dan menggunakan ungkapan disertai aksi.
Media : lagu “*Can I Borrow Your Pencil*” dan “*Can I have a pen*”, mp3 player, alat-alat tulis siswa
Waktu : 5 menit

Contoh ekspresi guru : *Ok, Let’s sing a song and act it out! For this, I’m going to divide you in half. Now, this half of the class, you’re “A” and, this half, you’re “B”. Right. Now “A”, you sing the asking for things lyric, those are “Can I borrow”. And you “B”, you sing the giving things lyric, those are “Sure here you are and I’m”. And B, don’t forget to give actions while you singing. You can act by waving your hand when the lyric “I’m sorry I’m using it” and act by giving your ruler when the lyric “Sure, here you are”. Do it like this.*

Practice



Practicing a dialogue of asking for and giving things in pairs by role playing

Pada bagian ini, guru mengajak siswa untuk berlatih menggunakan ekspresi yang telah diajarkan melalui role playing dengan teman sebangku.

Prosedur :

1. Aturlah tiap siswa memiliki pasangan untuk berlatih dialogue.
2. Berilah situasi kepada siswa. Mintalah siswa untuk bermain peran. Salah satu siswa berperan meminta salah satu peralatan tulis. Siswa lainnya berperan menjadi teman yang akan meminjamkan atau tidak meminjamkan alat tulis yang diminta. Siswa boleh menggunakan alat tulis miliknya sebagai properti.
3. Berilah contoh dan ekspresi yang akan mereka gunakan dengan jelas sebelum memulai kegiatan ini sehingga siswa tau benar apa yang harus dilakukan.
4. Monitorlah kegiatan siswa dan beri mereka motivasi.
5. Guru bisa menunjuk 2/3 pasang untuk mempraktekan, dan biarlah siswa lain memberi feedback. Guru bisa memberikan feedback setelah itu.
6. Guru bisa mengambil penilaian jika diperlukan.



Tujuan : Berlatih menggunakan ekspresi meminta dan memberi barang

Media : alat-alat tulis siswa

Waktu : 7 menit

Contoh ekspresi guru : *We are going to do some role play in twos now. Imagine you were a student who forgets for bringing a certain stationery items. You want to ask for a thing to your friend next to you. So what would you say? Good. And what kind of thing might your friend say? Ok now in twos with your neighbour Let's pretend you want to ask for a thing to your friend. I will give you the example. Listen, I'll do the first for you so you understand. You may use your stationeries. Do you get it? Good! Yes Excellent! Very Good! Stop now! Well done! Silence, that's enough! Let's hear this pair.*

1.

Can I borrow
your pencil?



Thank you

Sure, here
you are



2.

Can I have
a pen?



I'm sorry.
I'm using it



Production

H Playing a quartet card game

Peraturan mainannya:

- Permainan dimainkan dalam kelompok yang terdiri dari 4/5 orang
- Tiap kelompok mendapat 32 buah kartu
- Kocok kartu
- Bagi kartu, masing-masing anggota mendapatkan 4 buah kartu. Letakkan sisa kartu di tengah meja dengan posisi terbalik.
- Perhatikan kartu-kartu, jika ada yang bergambar sama
- Tunjuk salah satu teman dalam kelompok, dan tanyakan apakah dia memiliki kartu yang kamu cari dengan ekspresi meminta barang
- Jawab dengan *"Sure, here you are"* dan berikan kartu yang diminta teman, jika memiliki kartu yang sedang dicari atau jawab dengan *"I'm sorry. I'm using it"* jika tidak memegang kartu yang sedang dicari.



- h. Letakkan 4 kartu yang sudah memiliki gambar seri yang sama di atas meja, sehingga teman dalam kelompok bisa mengecek.
- i. Hentikan permainan jika waktu yang ditentukan telah usai. Pemain yang bisa membuat kuartet terbanyak, dialah pemenang.

Prosedur :

1. Persiapkan dan tariklah minat siswa untuk bermain *quartet card game*.
2. Aturlah siswa menjadi kelompok-kelompok kecil beranggotakan 4/5 orang
3. Jelaskan peraturan cara bermain dengan jelas.
4. Bagikan kartu ke setiap kelompok. Tiap kelompok akan mendapatkan 32 buah kartu
5. Mulailah permainan dan beri batas waktu.
6. Berkelilinglah ke setiap kelompok dan jaga agar proses interaksi berjalan lancar.

Tujuan : Menggunakan ekspresi meminta dan memberi barang.

Media : *sets of games quartet cards* (halaman 28-31)

Waktu : 15 menit

Persiapan : perbanyaklah 32 *games quartet cards* sejumlah kelompok di kelas, laminating jika diperlukan, dan potonglah kartu-kartu tersebut sehingga menjadi beberapa set kartu kuartet.

Contoh ekspresi guru: *OK, Now we are going to play a game like quartet card game. Well, to do this, I want you in groups of four. I will give you cards. There are 32 cards with pictures on for each group. The object of the game is to get four cards with the same pictures, by asking for a thing with expression that we have learned. I'll give you the example! Ok Very Good! Don't be sad it's just a game. Congratulations! You won the game.*



Lesson 2, Where is the Library?

Presentation

A Saying the direction vocabulary

Prosedur :

1. Tunjukkanlah *direction flashcards* di depan kelas satu per satu.
2. Tanyakanlah kepada siswa, *What is it?*
3. Berilah siswa motivasi untuk menyebutkan arah dalam bahasa Inggris.
4. Berilah siswa model pengucapan yang benar dan mintalah siswa untuk menirukannya.

Tujuan : Menyebutkan *directions* dengan pengucapan yang benar.

Media : *pictures of directions* (halaman 45 - 47)

Waktu : 10 menit

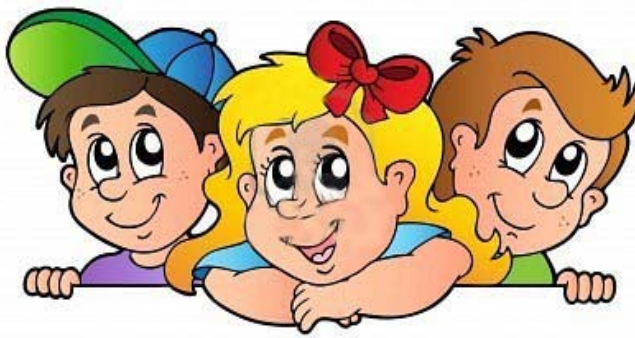
Persiapan : Ambilah *pictures of directions*, perbesarlah jika diperlukan.

Contoh ekspresi guru : *Look at this picture! What is it? Well it's directions, this picture means that you should turn right. Can you say it? Repeat after me! "Turn right" Good. What's this? Nice! Repeat after me! "Turn left" And you? What's this (a student's name)? Good.*

B Responding to the teacher

Prosedure :

1. Tempelkan *a school map* pada papan tulis.
2. Ajukan pertanyaan letak suatu tempat, contoh "*Where is the computer room?*".
Respon siswa boleh beraneka ragam. Berilah pujian.
3. Panggilah siswa ke depan kelas untuk menempelkan *direction cards* pada peta hingga sampai pada letak tempat yang ditanyakan. Berilah siswa pujian.
4. Mintalah siswa untuk membaca *direction cards* dengan pengucapan yang benar.
Bantulah siswa jika mereka masih belum lancar.
5. Ajaklah siswa lain untuk menirukan bersama-sama.
6. Ajukanlah pertanyaan letak tempat lain, contoh "*Where is the school yard?*" dan ulangilah kegiatan no. 2-4.



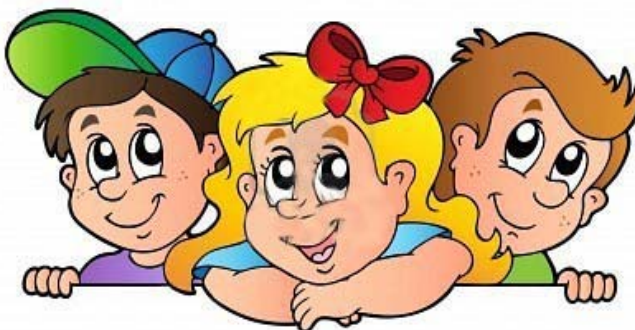
- Tujuan** : menarik perhatian siswa, memperkenalkan ungkapan memberi arah yang akan dipelajari hari ini.
- Media** : *a school map, direction cards for sticking to the school map* (halaman 38 - 50)
- Waktu** : 10 menit
- Persiapan** : buatlah peta sekolah dan perlihatkanlah di depan kelas. Lihat cara pembuatan di halaman 38.

Contoh ekspresi guru : *Everybody, look at the map! What do you see there? Where is the computer room? That's right! Can you tell me how to get there from this gate? Who will label the map with the directions cards? Good Job! Everybody, can you read the directions card, please? Say it like this. Follow me! "Go straight", "Turn right", "Turn left", "It's next to the library". Excellent!*

C Listening to and responding to a song

Prosedur :

1. Ajaklah siswa untuk mendengarkan lagu "*Where's the Library?*".
2. Jelaskanlah pada siswa bahwa di dalam lagu ini penyanyi menanyakan letak suatu tempat. Tugaskan siswa untuk mencari tahu nama tempat tersebut.
3. Putar lagu dan hentikan lagu ketika penyanyi telah selesai menyanyikan lirik baris pertama atau telah menyebutkan nama tempat yang diminta (lihat lirik lagu).
4. Tanyakanlah pada siswa nama tempat tersebut. Biarkan siswa menjawab nama tempat yang sedang dicari. Ulangilah kegiatan no. 3 apabila siswa belum dapat menemukan nama tempat tersebut.
5. Mintalah siswa untuk menunjukan letak tempat yang baru saja disebutkan pada peta.
6. Mintalah siswa untuk memberikan arah menuju tempat tersebut dari gerbang sekolah.
7. Cek jawaban siswa dengan mendengarkan lanjutan lagu "*Where is the Library?*".
8. Beri siswa pujian dan ulangilah kegiatan no. 2-7 pada bait ke dua lagu.
9. Putarlah lagu dan mintalah siswa untuk menyebutkan ungkapan meminta arah dan memberi arah yang ada pada lagu.



Where's the Library?

Allegro 4/4 C=1

1 3 1 3 . 1 3 6 5 0

Excuse me where's the library?

Go straight and turn right. It's next to the canteen.

1 3 1 3 . 1 6 5 0

Excuse me where's the canteen?

Turn right and go straight. It's next to the hall.

Tujuan : Memberi petunjuk arah sesuai peta di depan kelas.

Media : lagu "Where's the library?", Mp3 player, a big school map (halaman 32 – 44)

Waktu : 10 menit

Contoh ekspresi guru : *We'll be listening to a song. Are you ready to listen? I'll play the song. Well. Pick out the name of place the singer want to find. Are you ready? What's the name of place the singer want to find?"The library" Great! Now, take a good look at the map and find out where the library is! Can you say the directions? Louder please! OK, Let's check your answer together. Now, listen to the next lyric. Are you ready? Who has the same answer? Good Job!*



D Singing the “Where’s the Library?” song by turns

Prosedur :

1. Ajaklah siswa untuk bernyanyi bersama.
2. Bagilah kelas menjadi dua kelompok. Kelompok A menyanyikan lirik baris pertama dan ketiga, yaitu ungkapan *asking for directions*. Kelompok B menyanyikan lirik baris kedua dan keempat, yaitu ungkapan *giving directions*.
3. Putarlah lagu dan mulailah bernyanyi bersama.
4. Ulangilah kegiatan ini dengan saling menukar lirik yang dinyanyikan pada kelompok.

Tujuan : Berlatih mengucapkan ungkapan yang sedang diajarkan.

Media : lagu “Where’s the Library?”, Mp3 player

Waktu : 5 menit

Contoh ekspresi guru : *Ok, Let’s sing the song together! For this, I’m going to divide you in half. Now, this half of the class, you’re “A” and, this half, you’re “B”. Right. Now “A”, you sing the first and the third lyric. Those are about asking for directions. And you “B”, you sing the second and the fourth lyric. Those are about giving directions. Are you ready to sing? I’ll play the tape. Very Good! It’s too fast. Good!*

Practice

F Practicing a dialogue of asking for and giving direction with teacher and their friends

Prosedur :

1. Ubahlah susunan ruangan-ruangan peta sekolah yang sudah dipergunakan pada kegiatan sebelumnya.
2. Mintalah siswa untuk mengamati peta di depan kelas.
3. Tanyakan salah satu tempat dari lokasi yang sudah ditentukan kepada salah satu siswa dengan menggunakan ungkapan “Where is the?” Mintalah siswa tersebut untuk memberikan satu petunjuk arah saja.
4. Pastikanlah semua siswa memperhatikan kegiatan ini.



5. Tunjukkan siswa lain untuk memberikan arah berikutnya. Begitu seterusnya hingga sampai pada tempat yang ditanyakan.
6. Ulangi kegiatan hingga siswa merasa nyaman dengan ungkapan yang diajarkan.
7. Ulangi kegiatan no. 3 dan mintalah siswa tersebut memberikan arah hingga sampai tempat yang diminta.
8. Berilah petunjuk arah letak suatu tempat pada peta dari lokasi yang sudah ditentukan dari gerbang sekolah. Jangan sebutkan nama tempat yang sedang dicari.
9. Biarlah siswa menebak nama tempat yang dituju.
10. Beri kesempatan bagi siswa yang mau melakukan kegiatan no. 8 di depan kelas dan biarkan teman lain menebak nama tempat yang dimaksud.
11. Berilah pujian atau hadiah kecil bagi siswa yang mau melakukan kegiatan no. 8 dengan baik.

Tujuan : Berlatih menggunakan ungkapan *asking for and giving directions*.

Media : *a big school map*

Waktu : 12 menit

Contoh ekspresi guru : *Everybody take a good look at the map. (a student's name) where is the parking lot? Give me just the first section of the direction. Next (a student's name) can you tell me the second section of the directions? Thank you.*

Production

G Playing an information gap game

Peraturan :

- a. Permainan dimainkan secara berpasangan.
- b. Tiap siswa akan mendapatkan *worksheet* yang berbeda dengan pasangannya. Siswa yang satu memegang *sheet A* dan yang lainnya memegang *sheet B*.
- c. Tujuan dari permainan ini adalah melengkapi nama tempat pada peta. Nama-nama tempat yang masih kosong di *sheet A* sudah tertulis pada *sheet B*. Begitu sebaliknya.



- d. Siswa tidak diijinkan melihat peta temanya. Dengan demikian, siswa harus menanyakannya dengan menggunakan ekspresi dalam bahasa Inggris. Begitu juga dengan temannya, dia harus memberi arah dalam bahasa Inggris. Berikut ini adalah model percakapan yang bisa dikembangkan;

A : *Where's the hall?*

B : *Go straight, and turn left. It's next to the hall.*

Prosedur :

1. Persiapkanlah siswa untuk bermain games.
2. Aturlah siswa agar siswa tiap siswa dapat bermain secara berpasangan.
3. Jelaskanlah peraturan dalam permainan ini.
4. Berikanlah contoh bagaimana cara bermain sehingga siswa benar-benar mengetahui apa yang harus dilakukan.
5. Bagilah *sheet A* dan *sheet B* pada tiap pasangan.
6. Mulailah permainan dan berilah batasan waktu.
7. Monitorlah tiap pasangan dan ingatkan untuk tidak memperlihatkan peta mereka kepada pasangan mereka.
8. Hentikan permainan jika waktu telah usai. Berilah *feedback* dan sanjungan.

Tujuan : Menggunakan ungkapan *asking for and giving directions*.

Media : *worksheets* (halaman 22 dan 23)

Waktu : 15 menit

Persiapan : perbanyaklah *worksheets (sheet A dan B)* sejumlah siswa dikelas.

Contoh ekspresi guru : *OK, Now we are going to play a direction game.*

Can you get into pairs please? Now listen to me. In this game, each student will get a different worksheet with different buildings marked on the map. Look at this map! Your job is to exchange information in order to complete your map. You should ask "Excuse me, where is the ...? And your friend will answer the question "Go straight and turn right. It's next to the..."



Lesson 3, I Like to Wear a White Shirt

Presentation

A Saying the names of clothing items

Prosedur :

1. Tampilkanlah *pictures of clothing items* kepada siswa satu per satu.
2. Mintalah siswa menyebutkan nama pakaian tersebut dalam bahasa Inggris.
3. Bimbinglah siswa agar dapat menyebutkan nama pakaian tersebut dengan frase yang benar.
4. Perbaikilah pengucapan siswa dan berilah model pengucapan yang benar.
5. Mintalah siswa untuk mengikuti model pengucapan tersebut dengan benar.

Tujuan : Mengenalkan kembali nama-nama pakaian.

Media : *pictures of clothing items* (halaman 50-57)

Waktu : 10 menit

Contoh ekspresi guru: *Well, Now take a good look at the picture! What do you see? Can you say it in English? Say it louder! Let's all say that together! Repeat after me; a blue shirt, a red veil, blue jeans, a red jacket, a green dress, a yellow t-shirt, a pink skirt, brown shoes.*

B Asking for and giving information and imitating the use of the expression

Prosedur :

1. Panggilah beberapa nama siswa dan tanyakanlah pakaian apa yang mereka suka kenakan: "What do you like to wear?". Berilah pujian atas respon siswa.
2. Lakukanlah kegiatan ini beberapa kali hingga siswa terlihat lancar. Guru boleh mengajarkan ungkapan memberi informasi pakaian yang suka dikenakan dengan lengkap. Now, say it this way: "I like to wear a pink dress".
3. Selanjutnya, tunjuklah salah satu siswa dan mintalah dia untuk menanyakan pakaian apa yang suka dikenakan kepada salah satu temanya di kelas. "Ok, Dimas, Now ask Rahma the same question."
4. Ulangi kegiatan no. 3 hingga siswa terlihat bisa menggunakan ungkapan tersebut.



Tujuan : Berlatih mengucapkan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : -

Waktu : 7 menit

Contoh ekspresi guru: (*a student's name*) *what do you like to wear? Now say it this way: I like to wear* . (*a student's name*) *ask (a student's name) what is she/he like to wear! Now say it this way; What do you like to wear? . Repeat the expression after me! Very good!*

Listening to a song

Prosedur :

1. Ajak dan persiapkan siswa untuk mendengarkan lagu. Sebelum lagu diputar, tugaskanlah siswa untuk menyebutkan jenis pakaian yang ada di dalam lirik lagu (lihat lirik lagu).
2. Putarlah lagu "*I Like to Wear a White Shirt*" dan hentikan lagu ketika penyanyi telah menyebutkan jenis pakaian (*red trousers and a white shirt*).
3. Biarkanlah siswa menjawab. Berilah siswa pujian.
4. Putar ulang lagu untuk mencocokkan jawaban siswa. Tunjukkanlah kedua *pictures song* dan mintalah siswa memilih gambar pakaian mana yang sesuai dengan jawaban siswa.
5. Ulangilah kegiatan no. 1 – 4 dan tanyakan jenis pakaian pada bait selanjutnya.
6. Putarlah lagu dan mintalah siswa untuk mengikuti ungkapan yang didengarkan
7. Setelah siswa terlihat lancar mengucapkan ungkapan yang ada di dalam lagu, tanyakanlah bagaimana ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.
8. Berilah siswa pujian.



I Like to Wear a White Shirt

Allegro 4/4 1=C

3	.	2	1	2	3	3	3	0	3	2	2	3	0	2	3	5	5	0
What	do	you	like		to	wear?				like		to	wear		like		to	wear.
3	.	2	1	2	3	3	3	0	3	2	.	3	2		1	.	0	0
I		like	to	wear	red	trousers		and	a			white		shirt.				
3	.	2	1	2	3	3	3	0	3	2	2	3	0	2	3	5	5	0
What	do	you	like		to	wear?				like		to	wear		like		to	wear.
3	.	2	1	2	3	3	3	0	3	2	.	3	2		1	.	0	0
I		like	to	wear	a	pink	dress		and	a			blue		veil.			

Tujuan : Mengucapkan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : CD lagu *"I Like to Wear a White Shirt"*, Mp3 player, pictures of song (halaman 48 dan 49)

Waktu : 12 menit

Contoh ekspresi guru: *Let's listening to a song. And find out the clothes in the song. So, are you ready to listen? I'll start the song! So, what's the singer like to wear? Alright, Now look at the picture! What do you see? Which clothes the singer like to wear? What are they? Okay, they are "red trousers and a white shirt". Good job!*

Now listen again and try to follow what the singer is saying. Can you tell me what the singer is saying? Great. Now listen to this lyric. Can you repeat what the singer is saying? Repeat after me! So, what will you say if you want to ask information what clothes they like to wear? And what will you say to response it? Good!



Singing "I Like to Wear a White Shirt" song

Prosedur :

1. Ajaklah siswa untuk bernyanyi.
2. Bagilah kelas menjadi dua kelompok. Kelompok A menyanyikan lirik pada baris pertama dan ketiga (ungkapan meminta informasi pakaian apa yang suka dikenakan). Sedangkan B, menyanyikan lirik pada baris kedua dan keempat (ungkapan memberi informasi pakaian apa yang suka dikenakan).



3. Putarlah lagu dan mulailah bernyanyi bersama.
4. Ulangilah kegiatan ini dengan menukar lirik yang dinyanyikan pada kelompok.

Tujuan : Berlatih mengucapkan ungkapan meminta dan memberi informasi.

Media : CD lagu *"I Like to Wear a White Shirt"*, Mp3 player

Waktu : 5 menit

Contoh ekspresi guru: *Let's sing a song together! For this, I'm going to divide you in half. Now, this half of the class, you're "A" and, this half, you're "B". "A", you sing the first and the third lyric. Those are about the asking for information about what your friends are like to wear. And you "B", you sing the second and the fourth lyric. Those are about giving information about what you like wearing. So, are you ready to sing? I'll play the tape. Very Good! Mind your intonation please. Good job!*

Practice



Practicing the dialogue of asking for and giving information about what they like to wear

Pada bagian ini, guru mengajak siswa untuk berlatih menanyakan informasi pakaian apa yang suka dikenakan (*role playing*). Satu siswa berperan menanyakan informasi apa yang temanya suka kenakan, dan siswa lainnya akan menjawab sesuai dengan apa yang ditunjukkan pada *flashcard*.

Prosedur :

1. Aturlah tempat duduk siswa, agar siswa dapat bermain secara berpasangan.
2. Berilah contoh cara melakukan kegiatan ini.
3. Bagilah *clothes flashcards*. Tiap pasangan mendapatkan 1 buah kartu.
4. Mulailah kegiatan ini, dan pantaulah ke setiap pasangan. Jaga agar proses interaksi dalam bahasa Inggris berjalan lancar. Bantulah mereka jika merasa kesulitan.
5. Mintalah satu hingga tiga pasang untuk mempraktekan kegiatan ini di depan kelas. Mintalah siswa yang duduk memberi komentar mengenai penampilan mereka.
6. Berilah pujian dan *feedback*.



Tujuan : Berlatih menggunakan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : *set of clothing items flashcards* (halaman 58-61)

Waktu : 10 menit

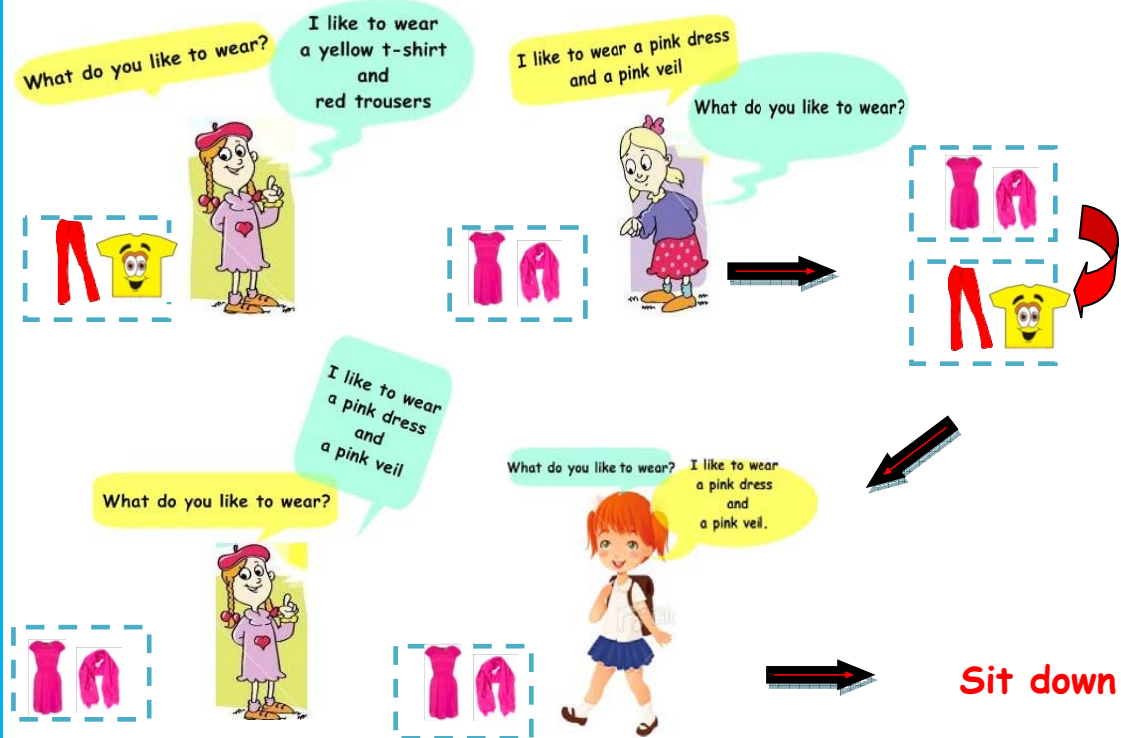
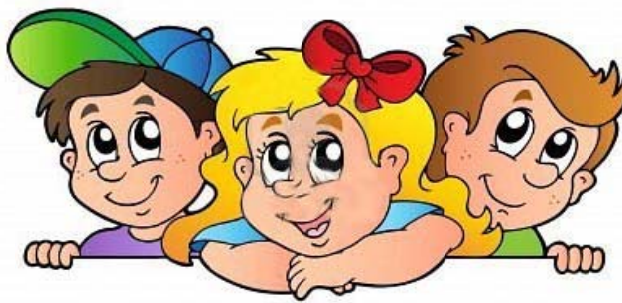
Contoh ekspresi guru: *Well, we are going to practice how to ask for and give information about what clothes they like to wear. For this I want you in pairs please. In your pairs, I'd like you to practice a short dialogue by role playing. The first student asks for the information about what your friend is like wearing. Then the second student will give the answer based on the picture card. I'll do the first for you. I'll give a picture for each pair. Ok Good Job! Stop now! That was good. Let's listen this pair.*

Production

F **Playing “swap clothes” game**

Prosedur :

1. Aturlah agar tiap siswa dapat bermain secara berpasangan.
2. Jelaskanlah kepada siswa peraturan dalam game yaitu; tidak diperbolehkan memperlihatkan kartu yang sedang dipegang kepada teman-temannya.
3. Berilah contoh cara bermain (lihat gambar).
4. Bagikanlah kartu dan pastikan tiap siswa mendapatkan 1 kartu.
5. Mulailah permainan dan beri batasan waktu.
6. Berkelilinglah ke setiap pasangan, pantaulah mereka agar proses interaksi dengan bahasa Inggris berjalan dengan lancar.
7. Hentikan permainan jika waktu yang telah ditentukan telah habis.
8. Pasangan yang lebih dulu menemukan memiliki kartu yang sama adalah pemenang.
9. Berilah pujian, *rewards* dan *feedback*.



Tujuan : Menggunakan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : *set of clothing items flashcards* (halaman 58-61)

Waktu : 10 menit

Persiapan : potonglah *set of clothing items flashcards*.

Contoh ekspresi guru: *OK, Now we are going to play a game. In this game, each student will get a card with different clothes on it. Your Job is asking for information about what your partner is like to wear (e.g.) "What do you like to wear?" Your partner will answer based on the card he/she has and vice versa (e.g.) "I like to wear a red dress and black shoes". Then exchange the card after asking for and giving information so that you can find another partner and do the same thing. Do you get it? I'll give an example.*



Playing “Survey Game”

Prosedur :

1. Ajaklah siswa untuk bermain *a survey game*.
2. Jelaskanlah peraturan yang telah tertulis dalam survey sheet dan berilah contoh cara bermain.
3. Bagilah survey sheet ke setiap siswa.
4. Mulailah permainan dan berilah batasan waktu dalam bermain.
5. Pantaulah siswa agar proses interaksi dalam bahasa Inggris berjalan dengan lancar.

Tujuan : Menggunakan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : *survey sheet* (halaman 24)

Waktu : 10 menit

Persiapan : perbanyaklah survey sheet sebanyak siswa di kelas.

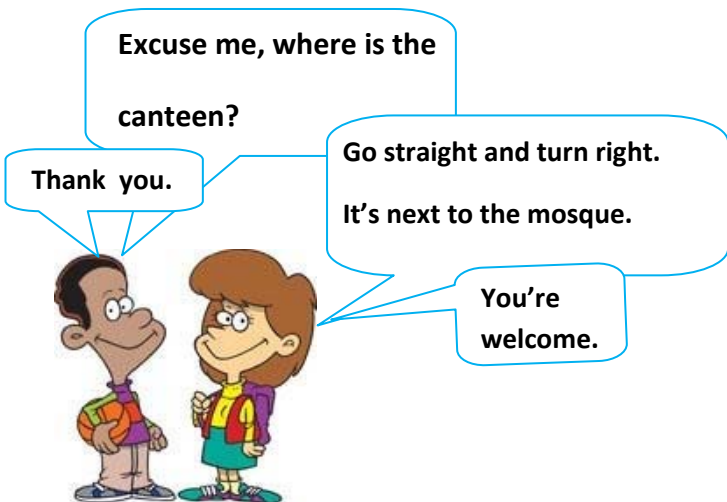
Contoh ekspresi guru: *OK, Now we are going to play a game. In this game, each student will get a survey sheet. Find at least 5 friends. Your Job is asking for information about what your friends are like to wear (e.g.) “What do you like to wear?” Your partner will answer based on their like. Complete the table by putting tick on the sheet. Do you get it? I’ll give an example.*

Worksheets



Asking and Giving Directions

an information gap game



Name :

No :

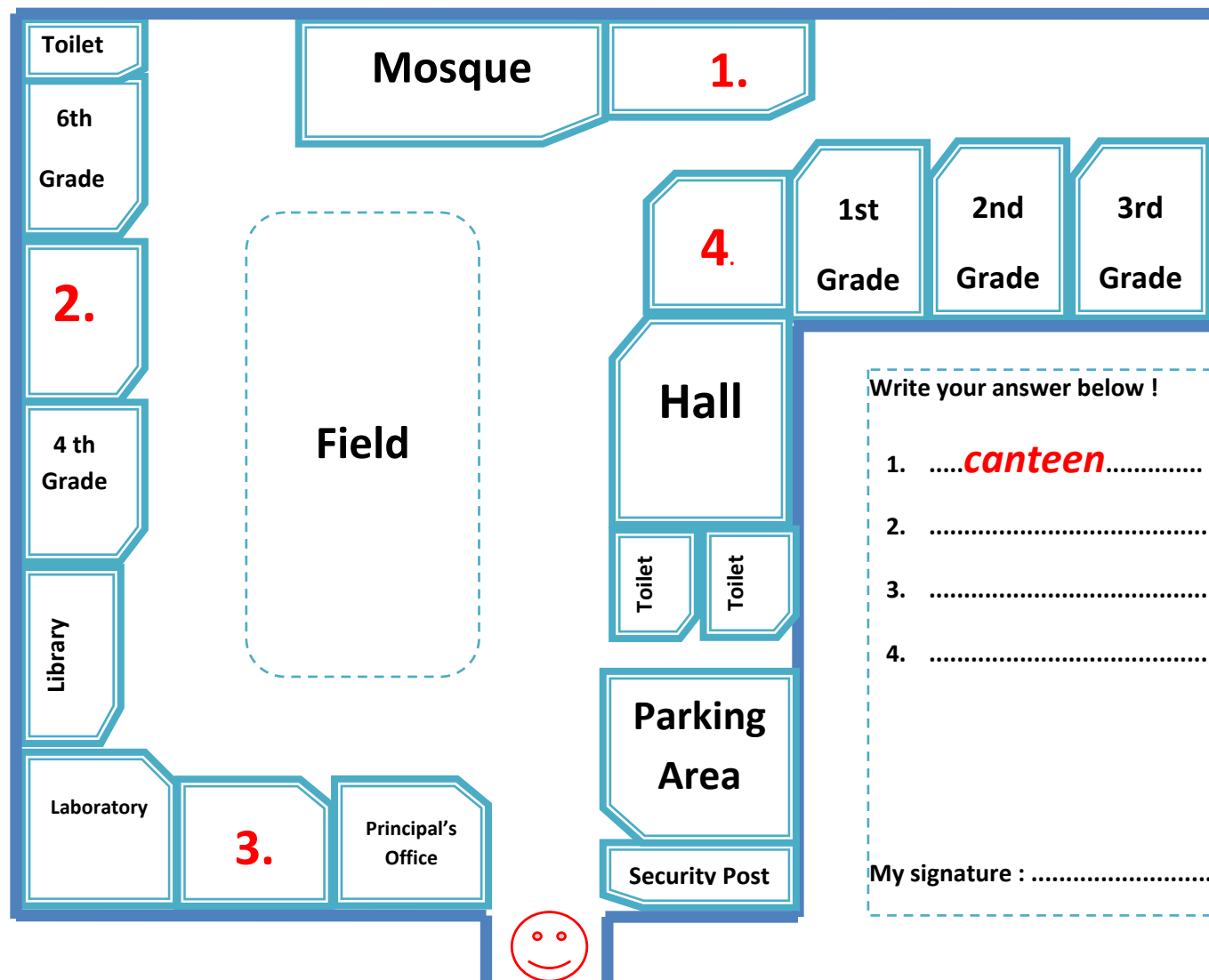
You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places below.

Everytime you answer, you start from 😊. Write the name in the right place. Then let your partner ask you .

The places you want to find are :

- Canteen
- Teacher's Room
- 5th Grade
- Computer Room

No. 1 is done for you!



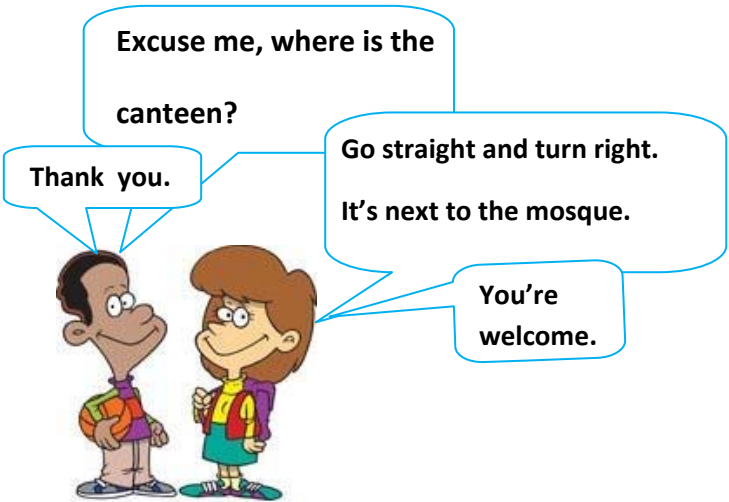
Write your answer below !

1.**canteen**.....
2.
3.
4.

My signature :

Asking and Giving Directions

an information gap game



Name :

No :

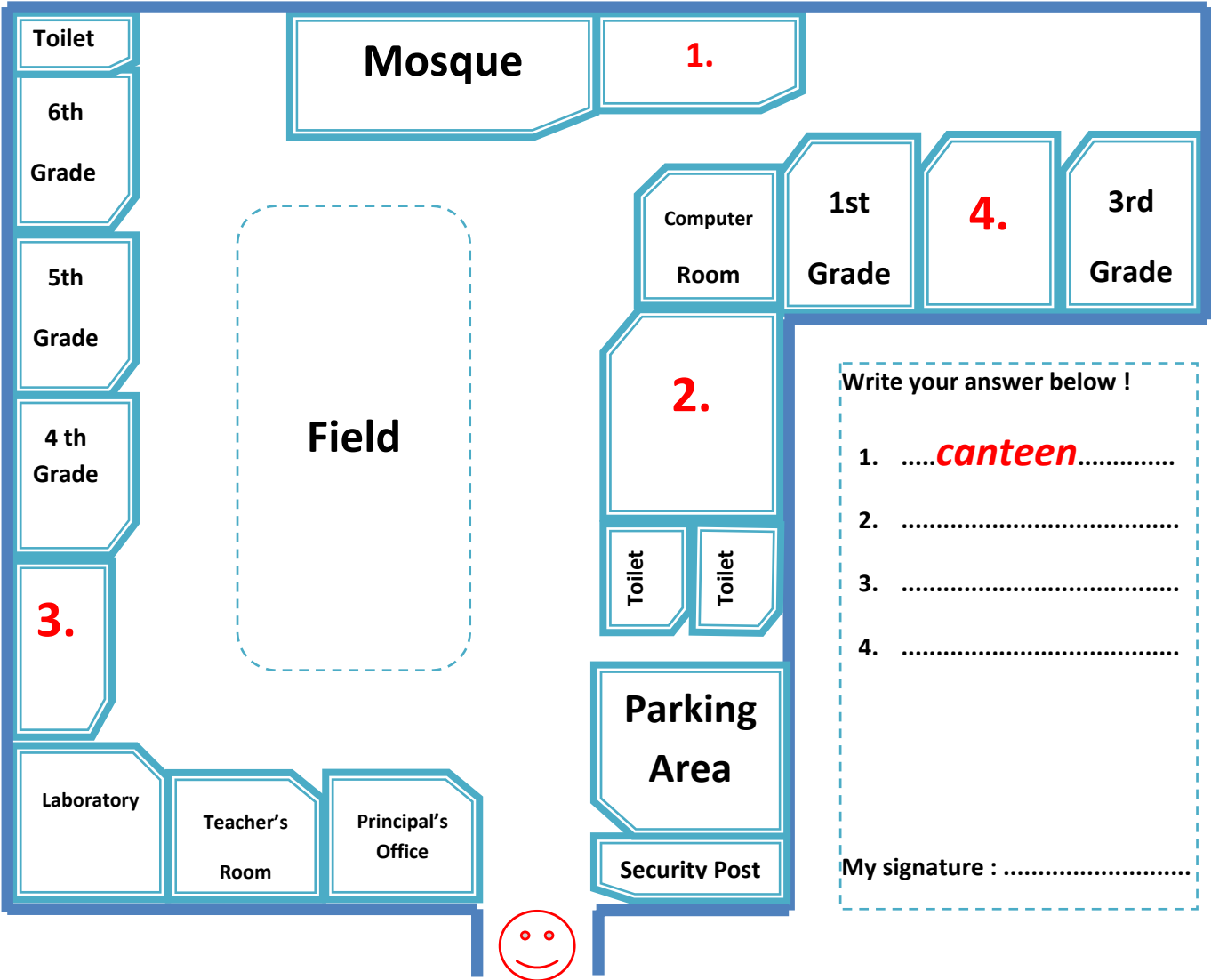
You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places below.

Everytime you answer, you start from . Write the name in the right place. Then let your partner ask you .

The places you want to find are :

- Canteen
- Hall
- Library
- 2nd Grade

No. 1 is done for you!



Write your answer below !

1.*canteen*.....
2.
3.
4.

My signature :

Survey Game

Name :

No :

Find out four friends and ask them what they like to wear. Give thick if they like the clothes, and cross if they do not like the clothes. Look at the example! No. 1 is done for you!



Mahmud,
what do you like to wear?



No.	Name							My Signature :
1.	Mahmud	v	x	x	x	x		
2.								
3.								
4.								
5.								

Appendices



APPENDIX A

Dialogue pictures

Cut then laminate these pictures if desired.

**Can I borrow
your pencil?**

**I'm sorry.
I'm using it.**



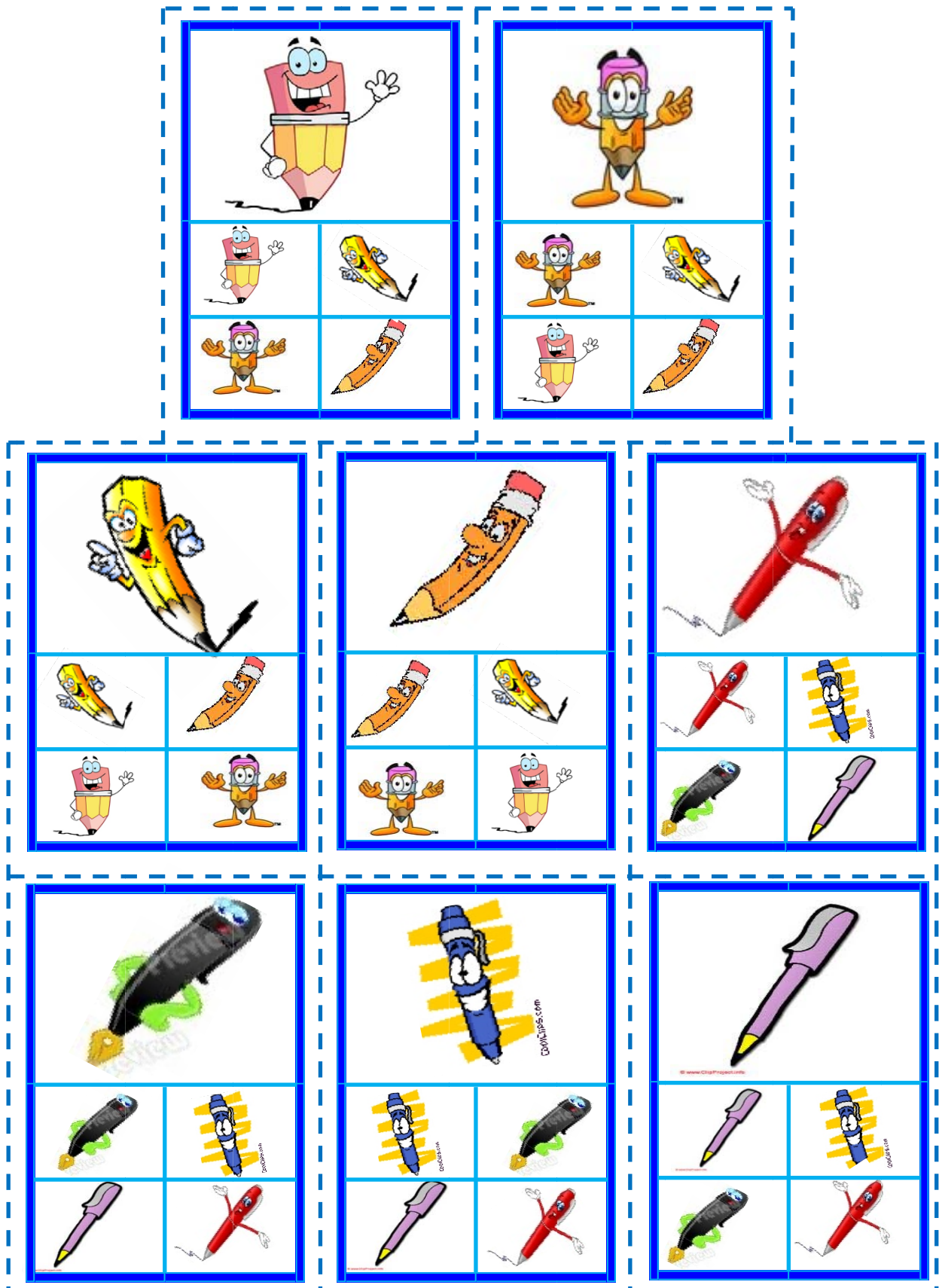
Can I borrow your pencil?

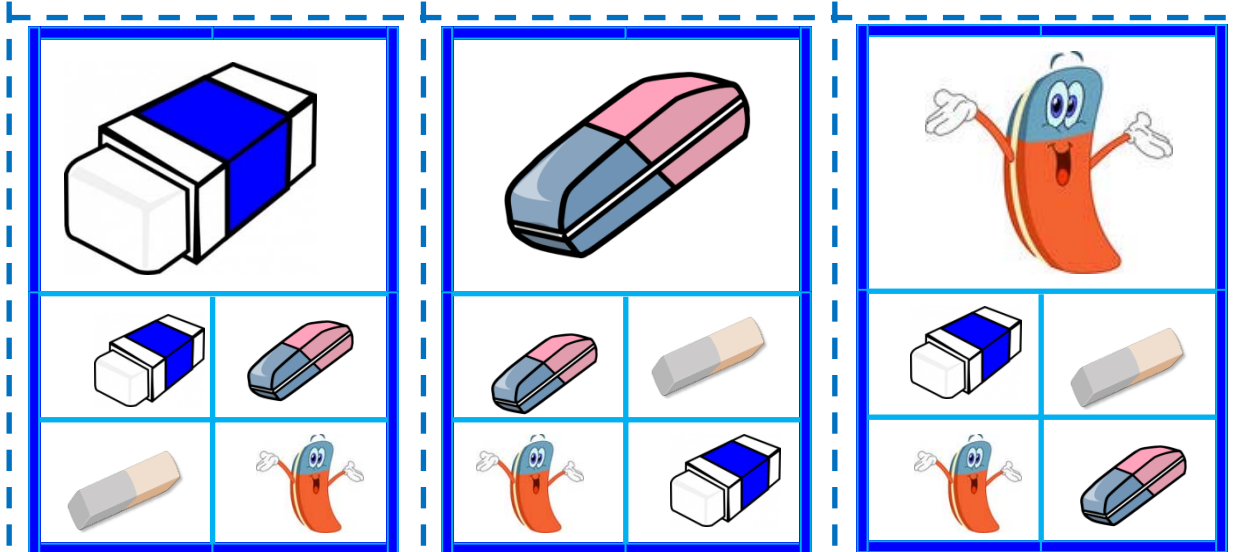
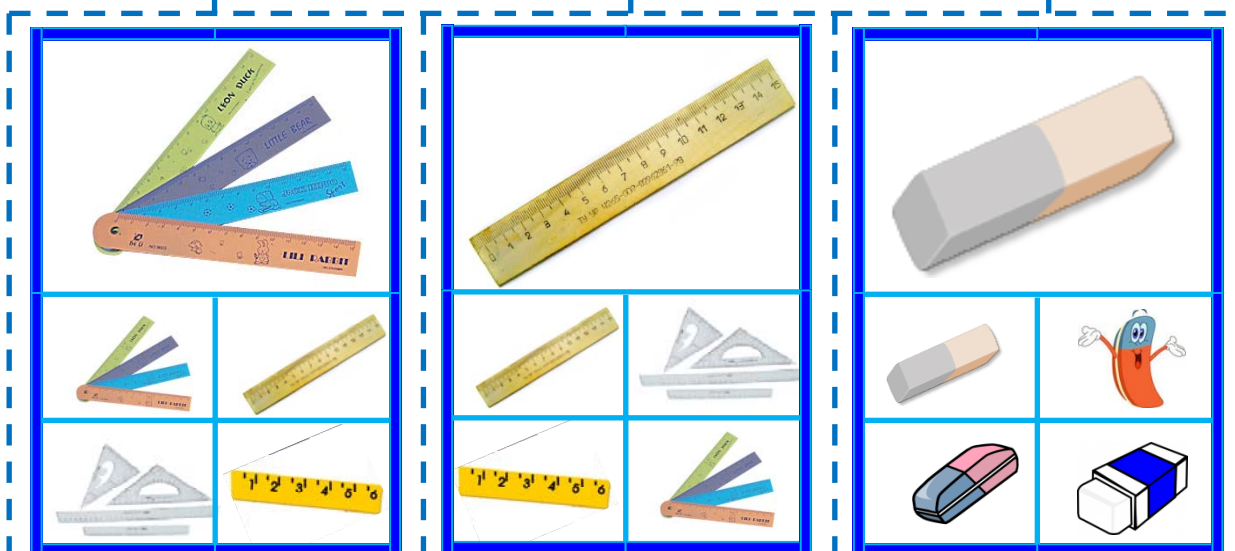
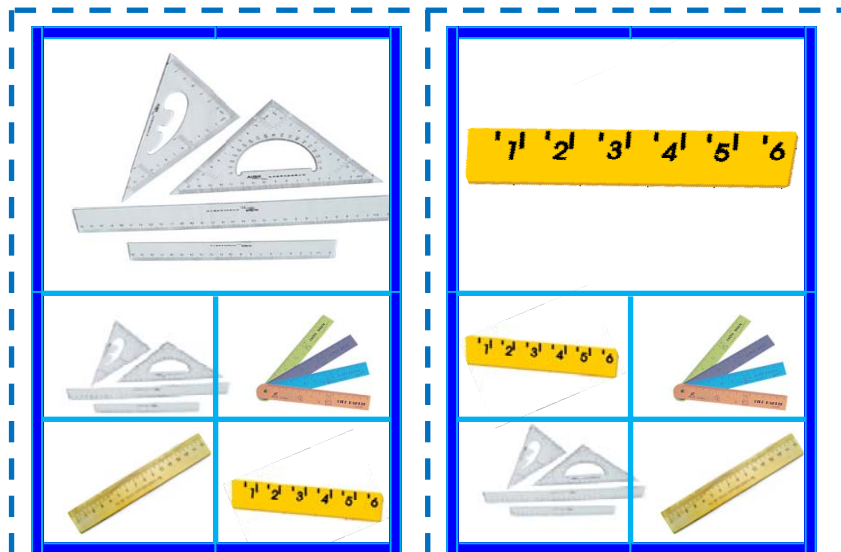
Thank you.

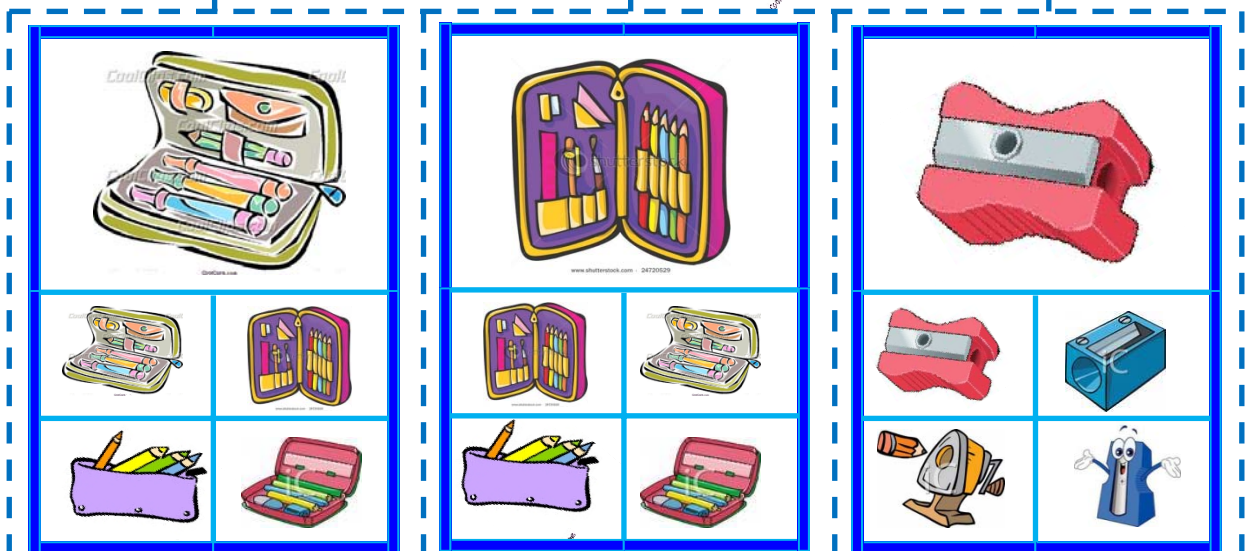
Sure, here you are.

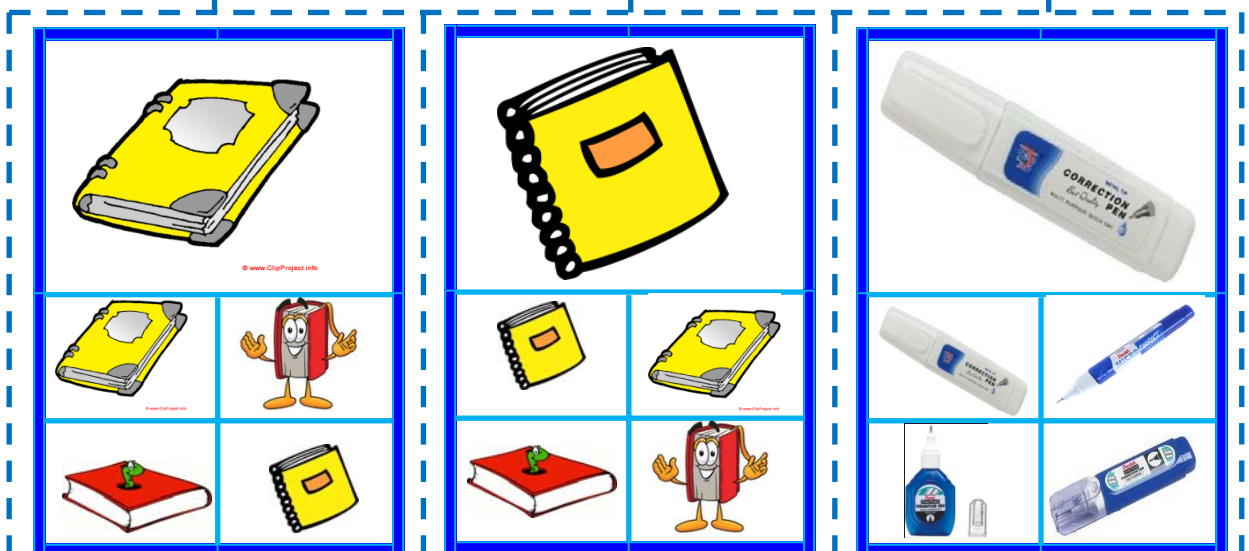
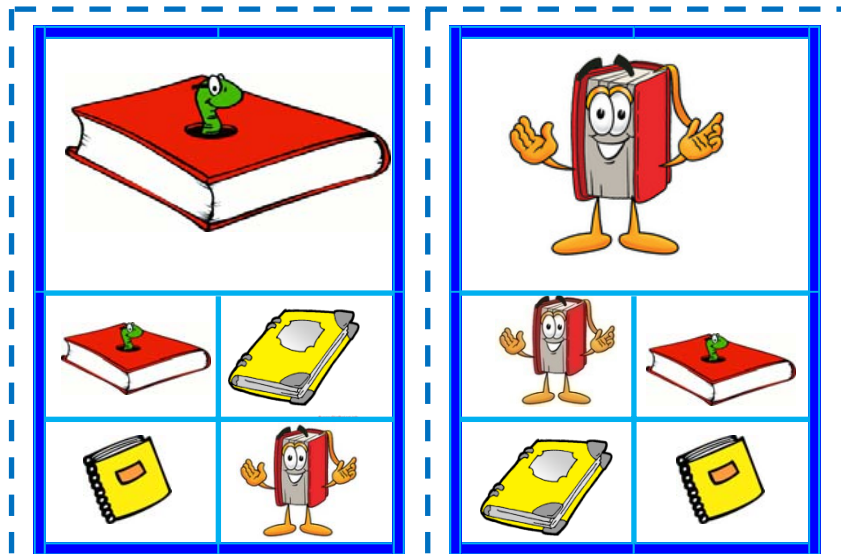
Sets of Games Quartet Cards

Copy these cards as many as the groups. Laminate if desired, then cut.





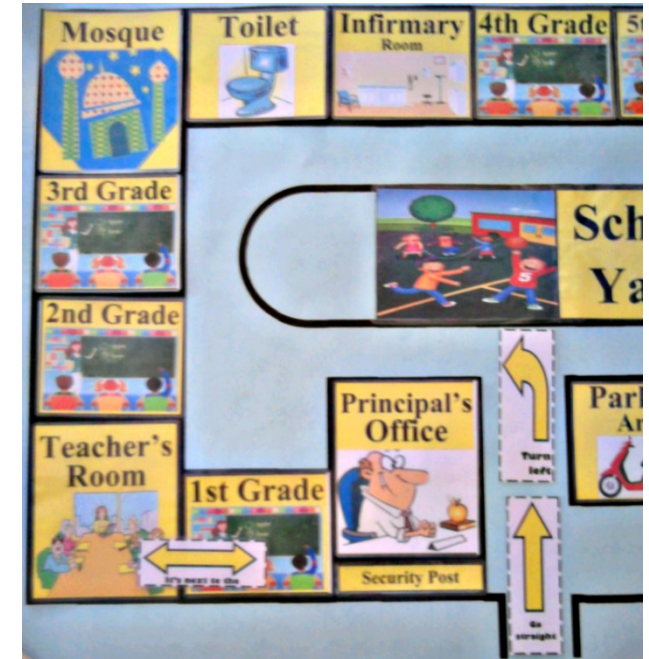


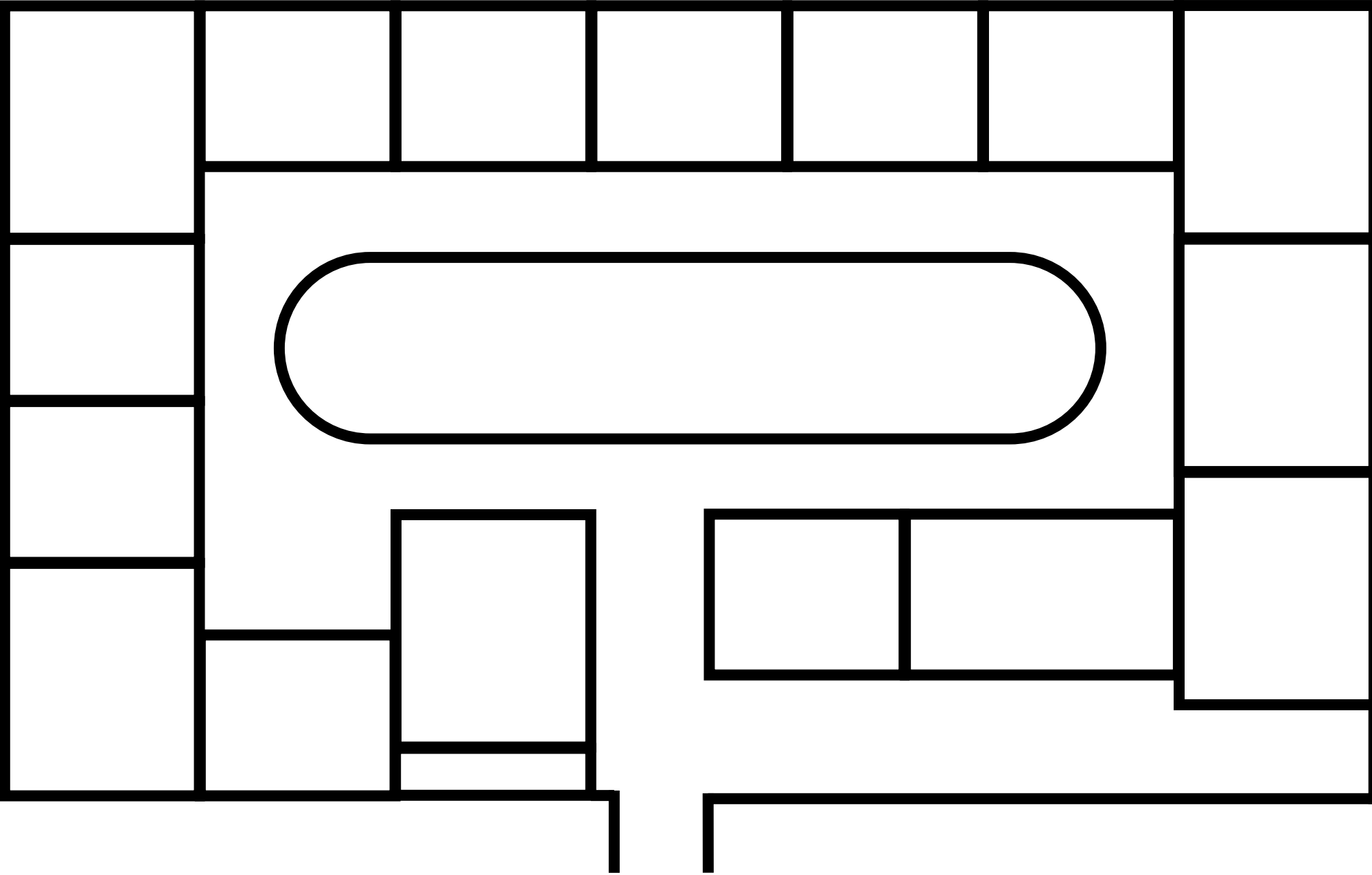


APPENDIX B

A Big School Map

1. Copying the map on page 35 into a A0 size.
2. Designing your school map by cutting out the school places on page 36-45.
3. Putting each school place by tack it in the map in good order like picture a.
4. Cutting out the directions cards on page 46.
5. Asking to your students how to get some places on the map.
6. Asking to your students to put some directions cards to any place on the map like picture b.
7. Put each school place wherever you want in the map for practice activity.





Mosque



Computer Room



1st Grade



2nd Grade



3rd Grade



4th Grade



5th Grade



6th Grade



Toilet



Infirmary Room



Library



Teacher's Room



Canteen



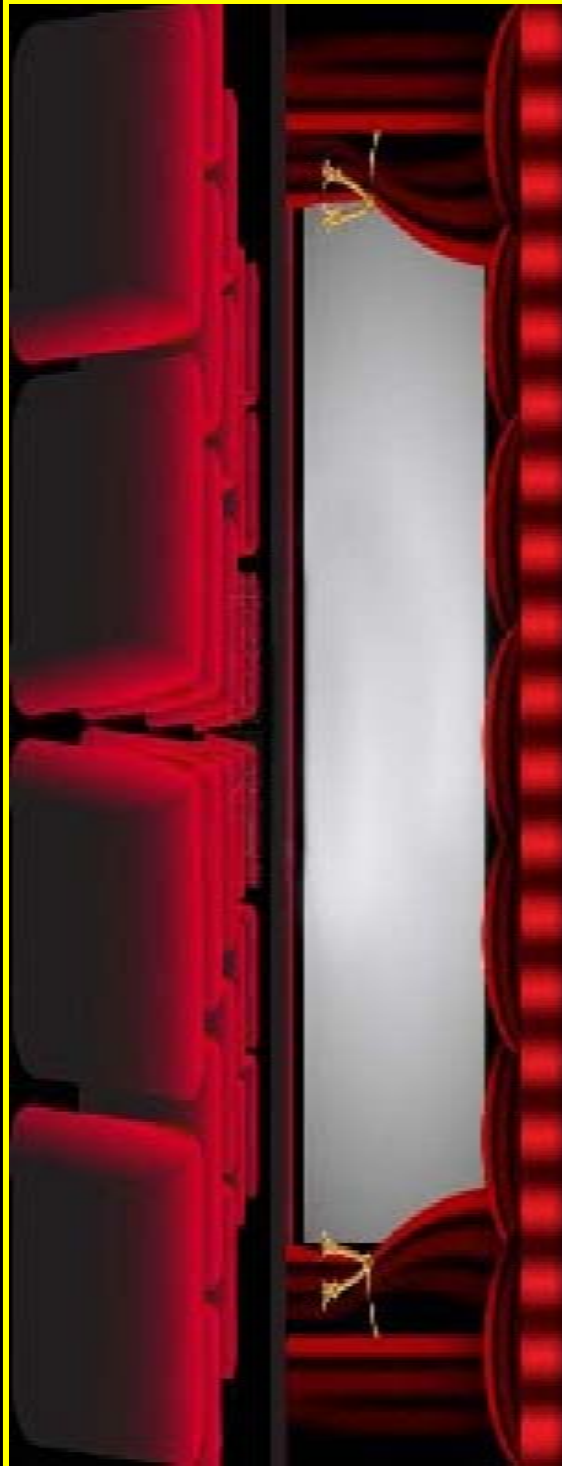
Principal's Office

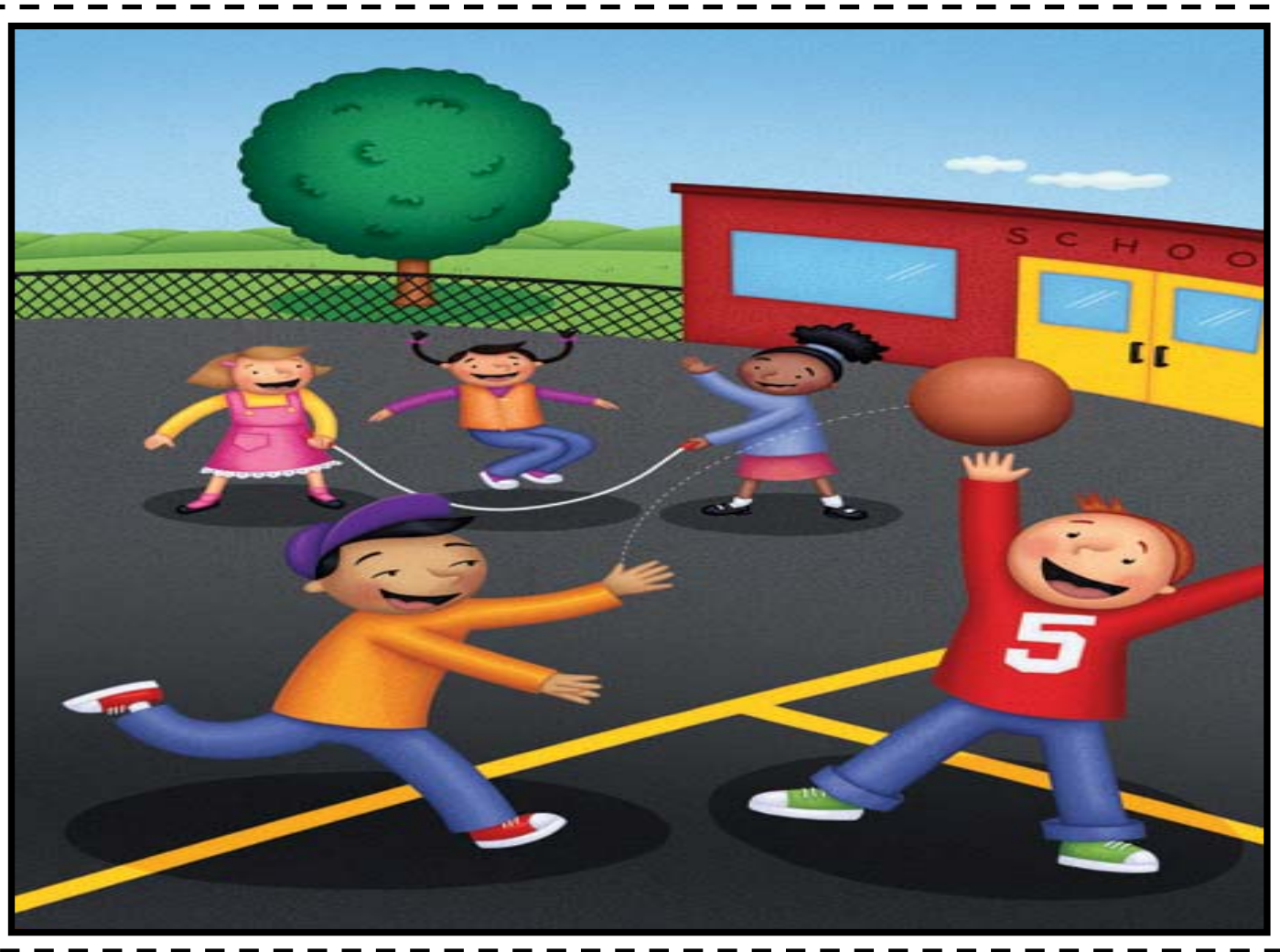


Parking Area



Hall





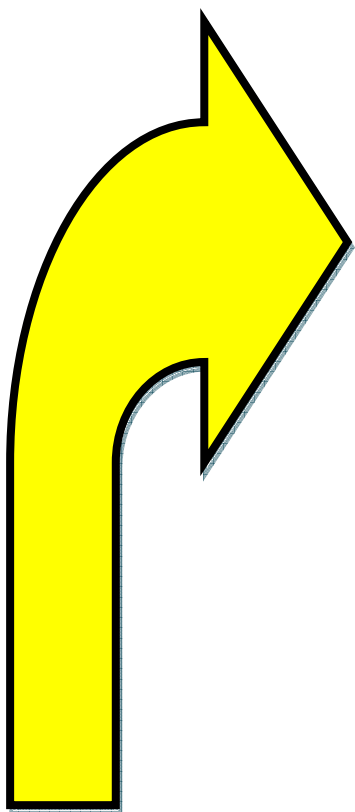
School Yard

Security post

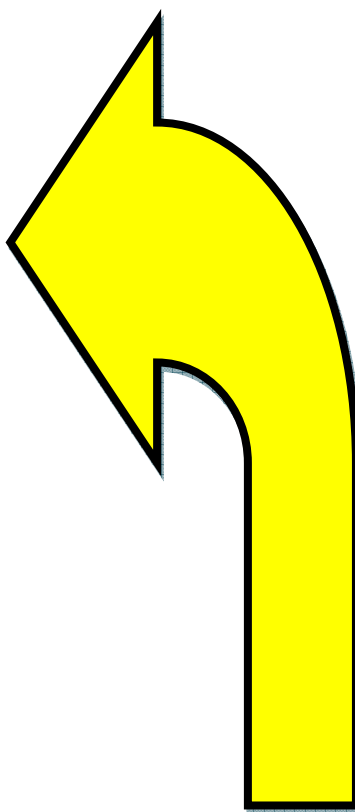
Directions Cards

Copy these cards as much as needed.

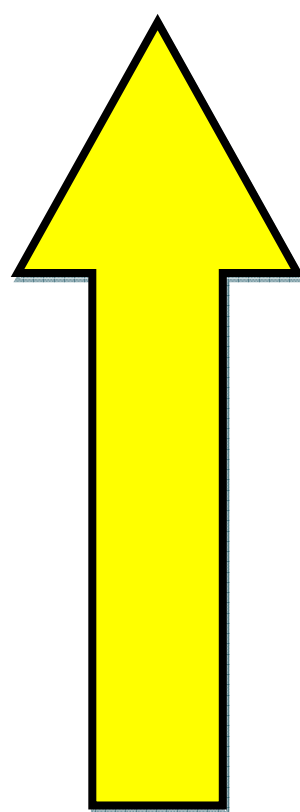
Laminate if desired, then cut. Stick it to the big school map.



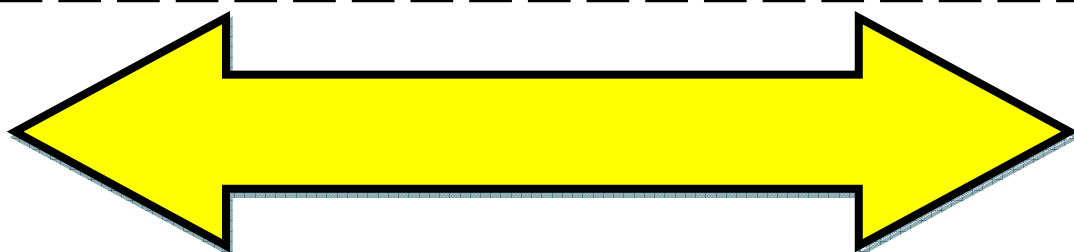
**Turn
Right**



**Turn
left**



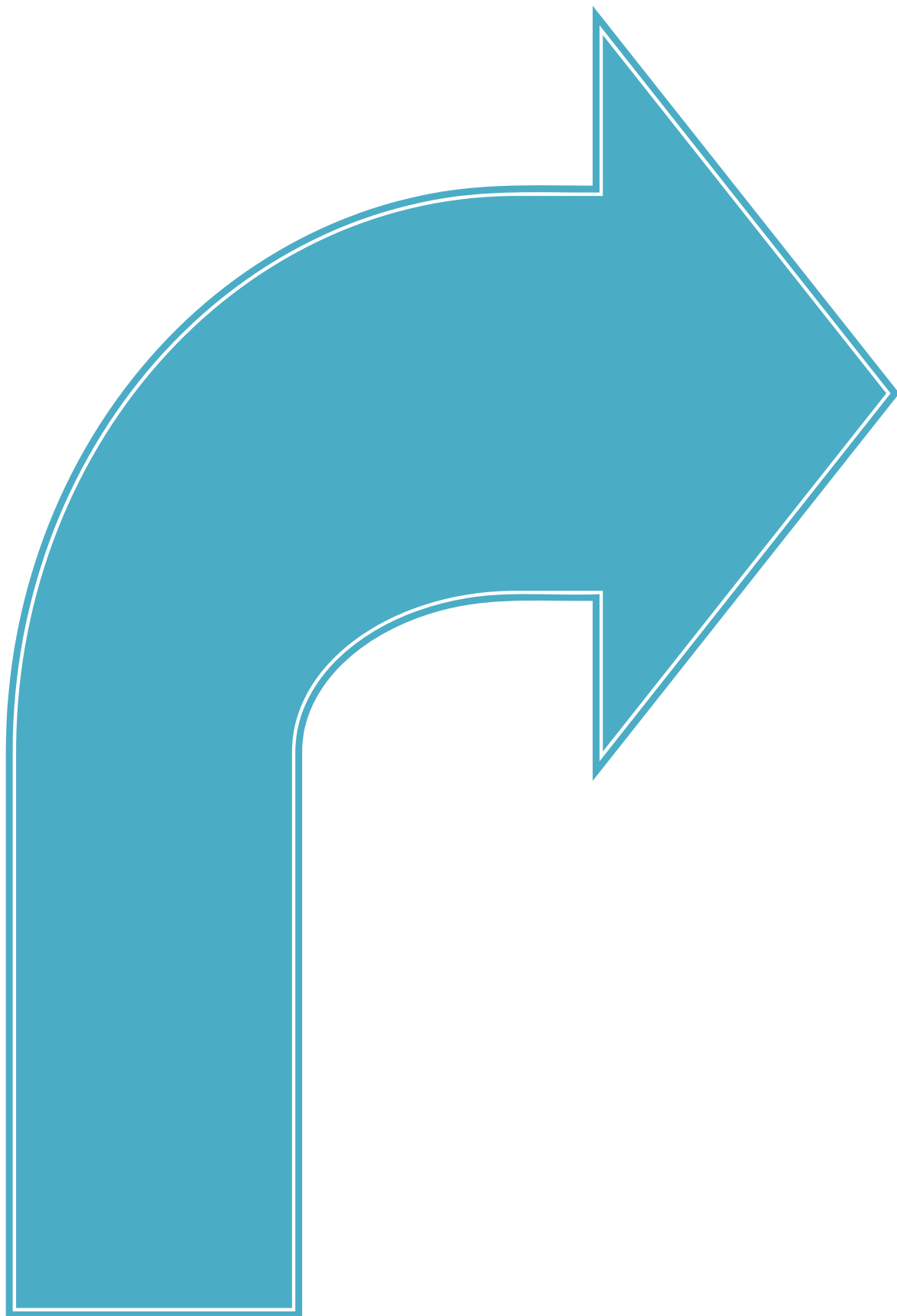
**Go
straight**

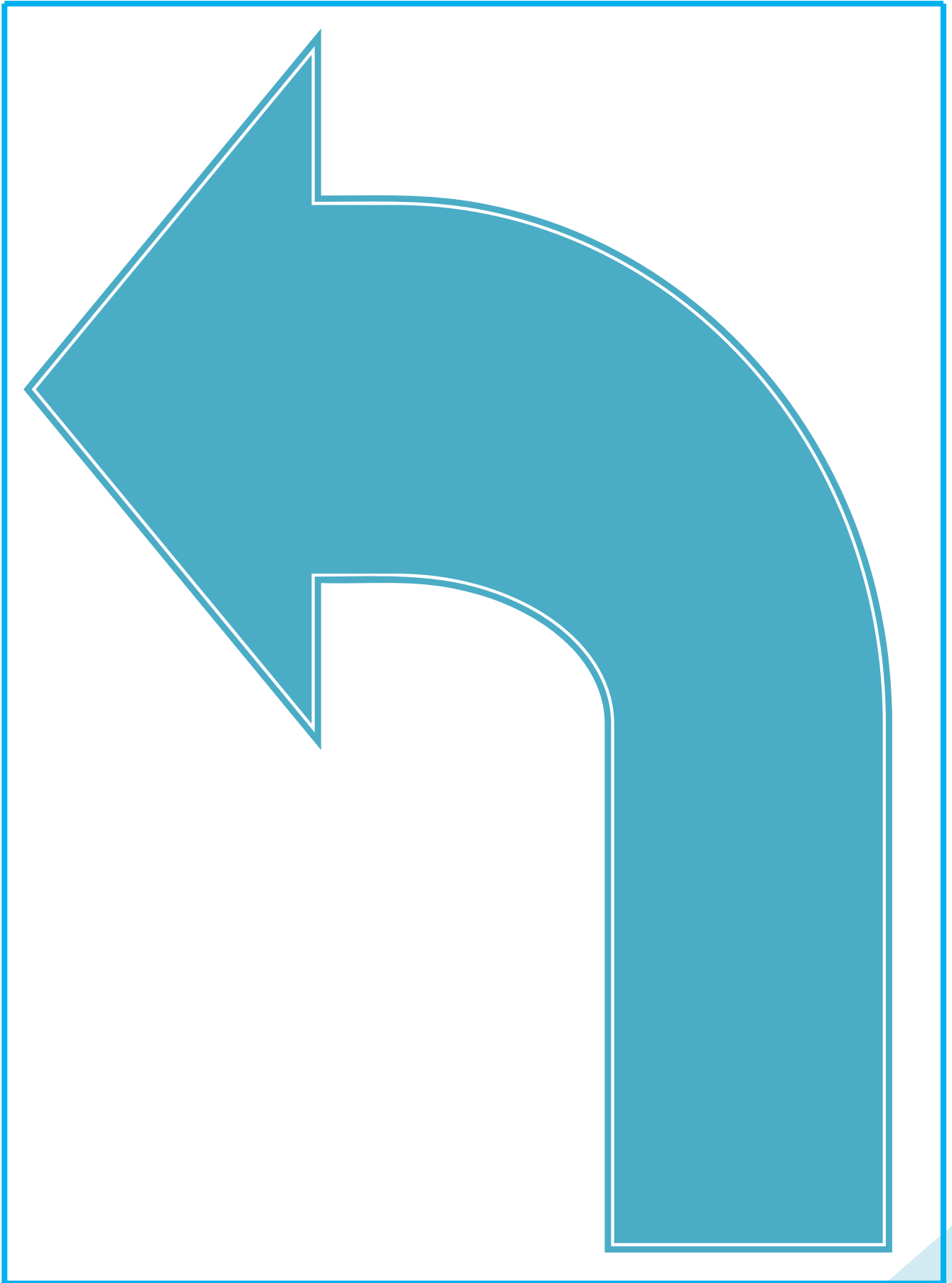


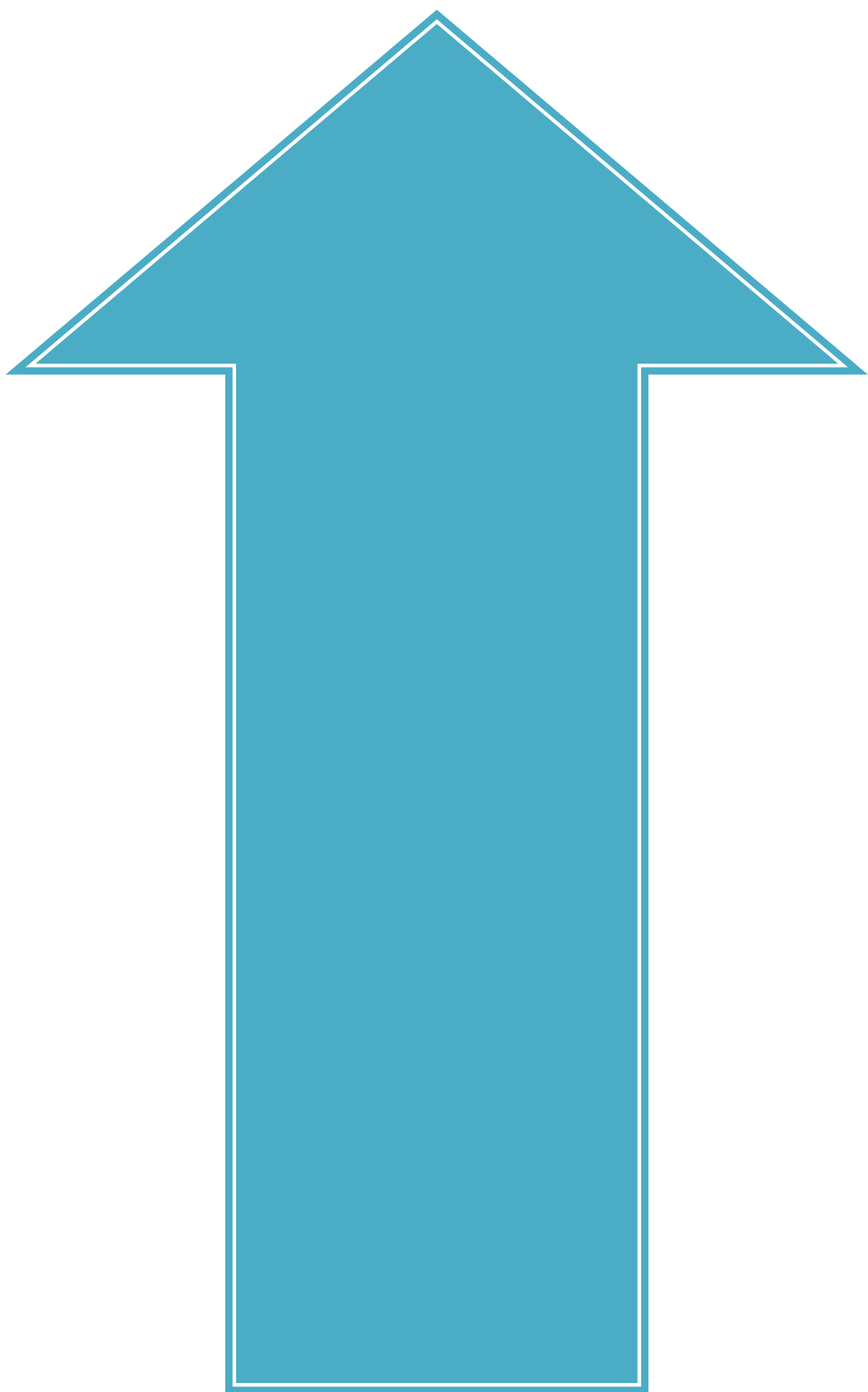
It's next to the

Pictures of directions

Laminate these pictures if desired.







APPENDIX C

Pictures of Song

Laminate these pictures if desired.

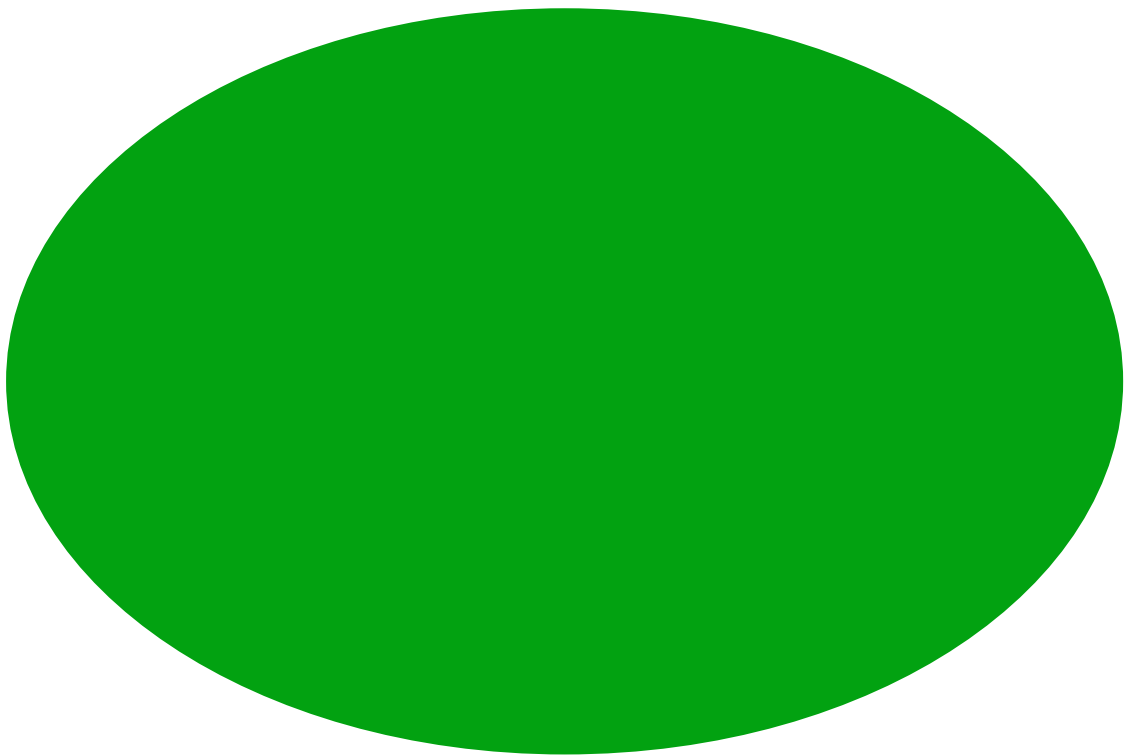


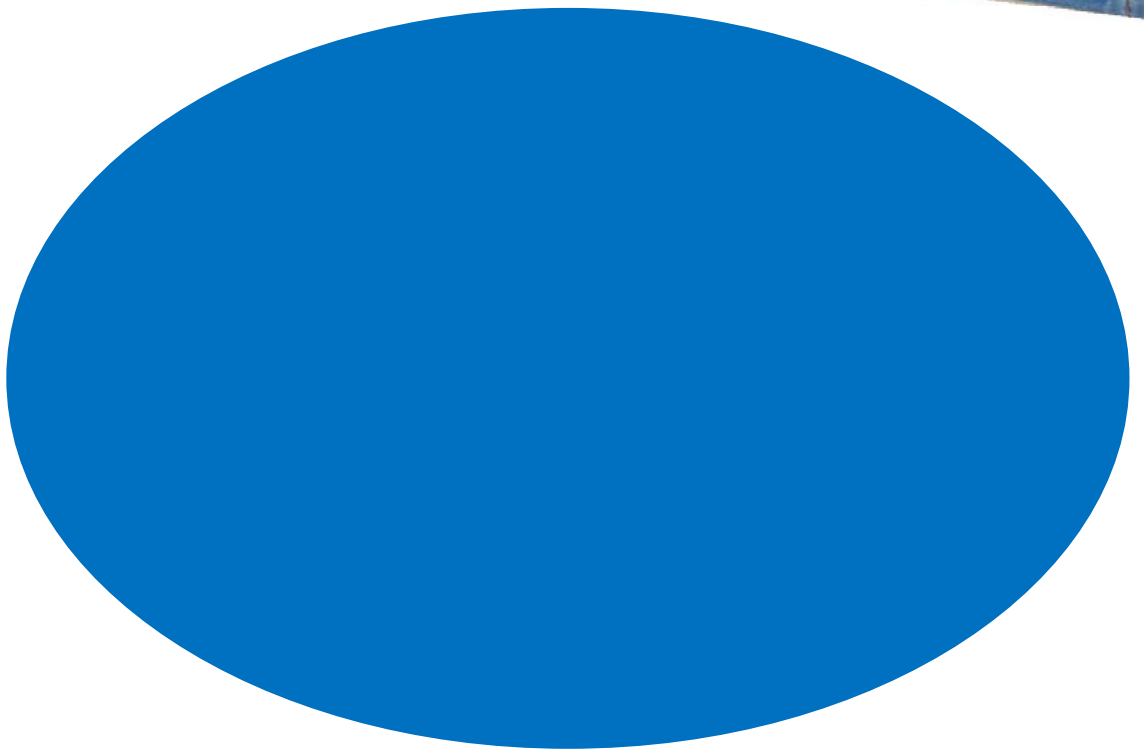


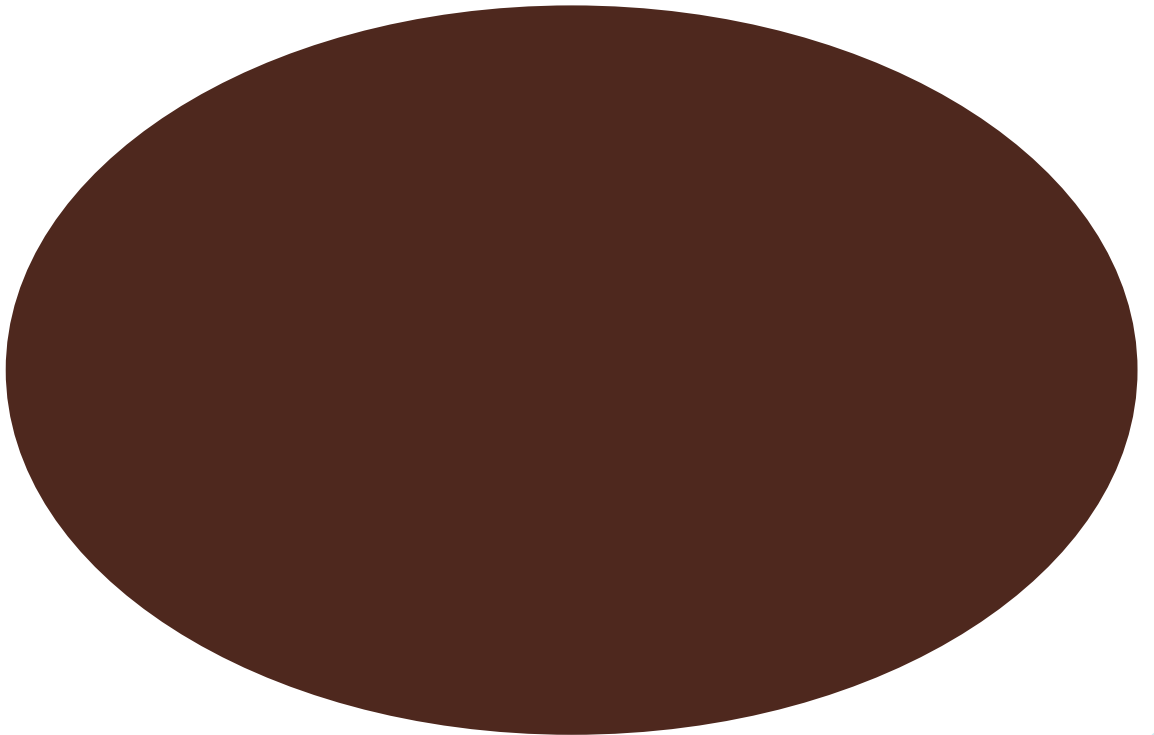
Pictures of Clothing Items

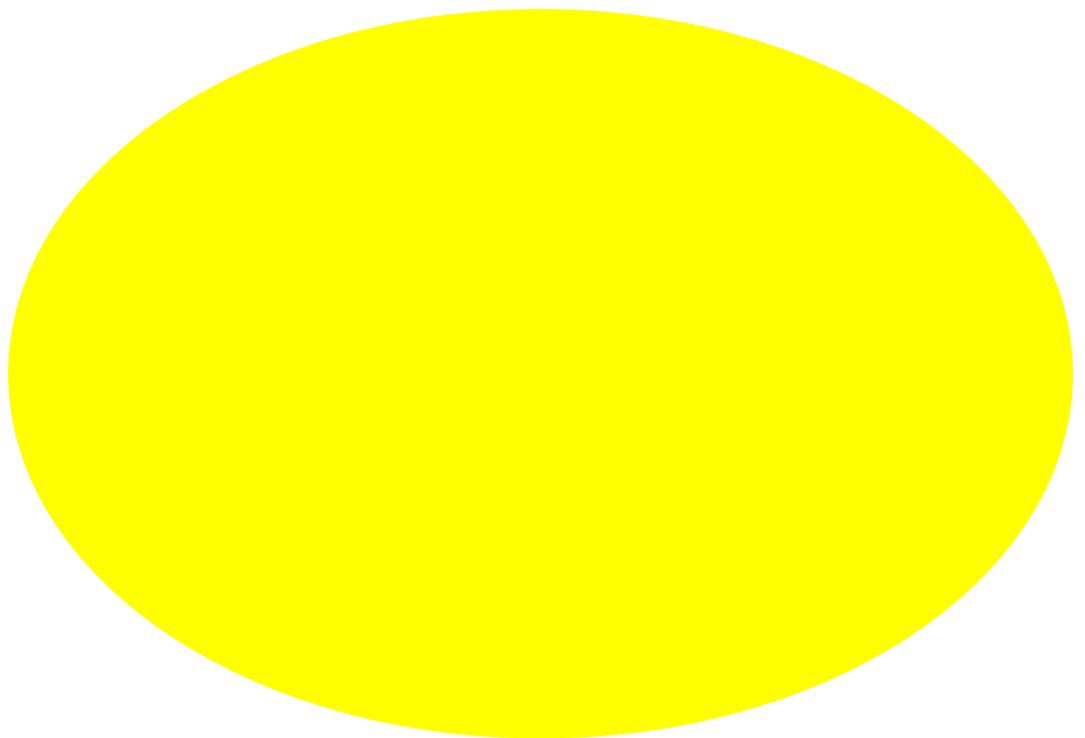
Laminate these pictures if desired.

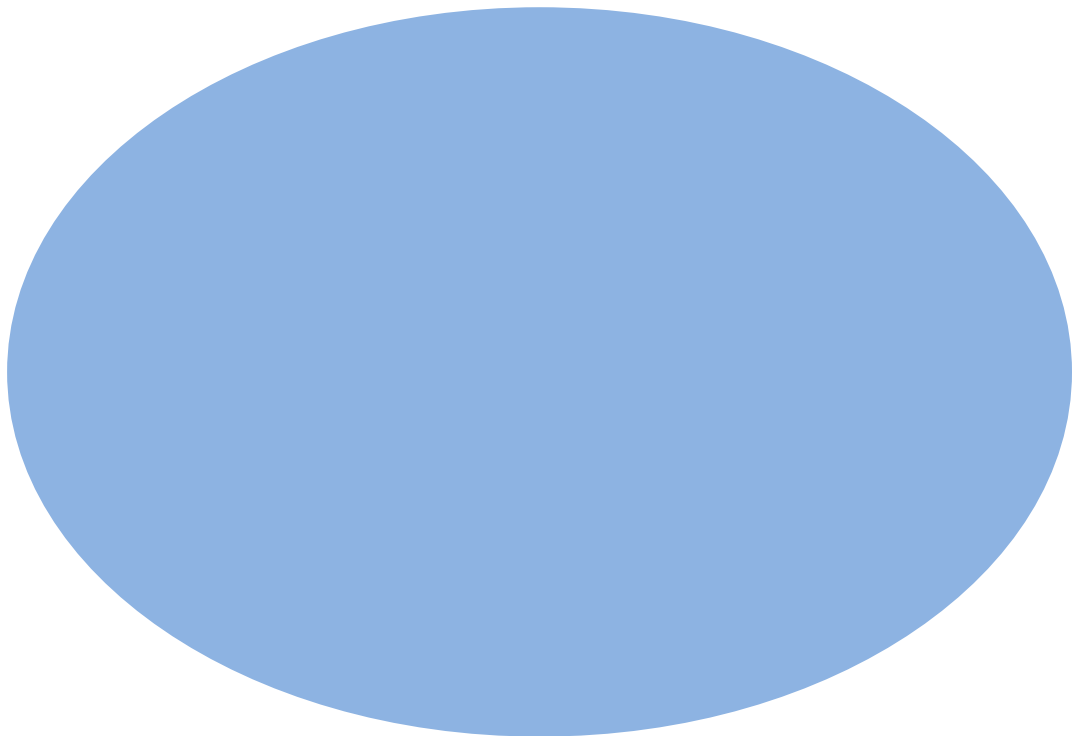




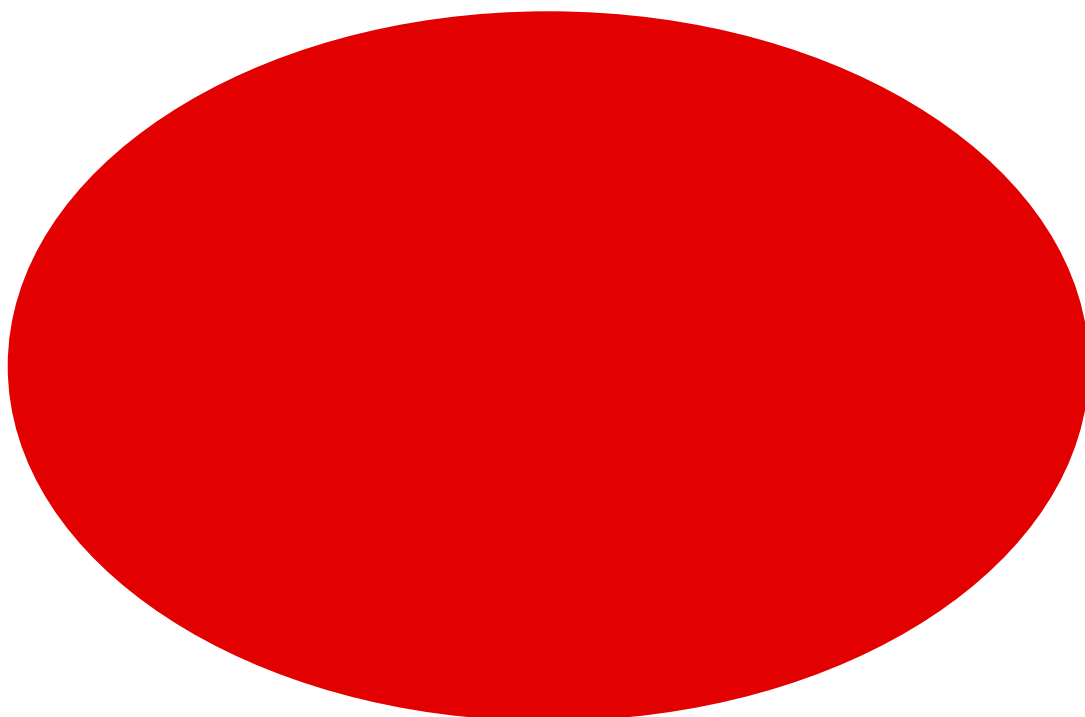






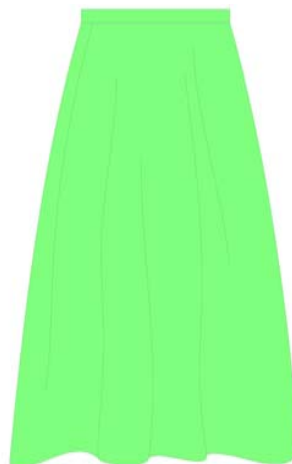
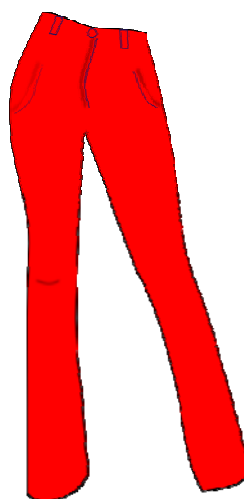




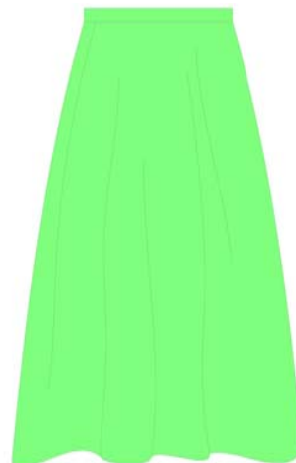
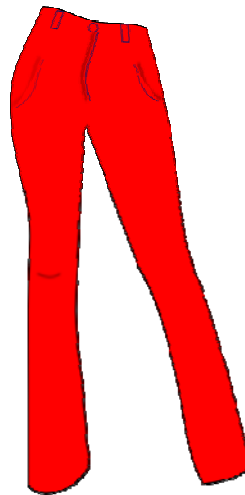
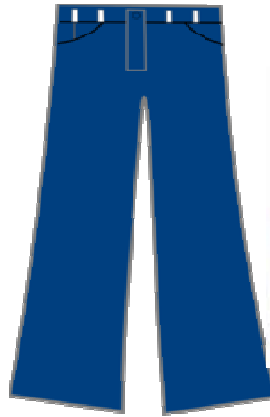


Set of Clothing Items Flashcards

Laminate these pictures if desired, then cut on the line.









References

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- www.123RF.com
- www.istockphoto.com
- www.googleimage.com
- www.shutterstock.com

APPENDIX 7
FINAL DRAFT

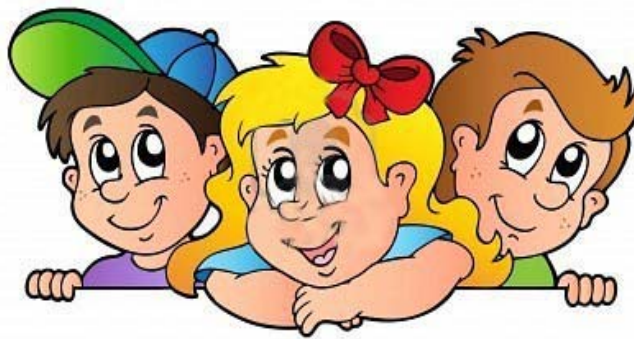
Teaching and Learning Kits for Promoting Interaction



Diah Pramita .S.

GRADE

5



Kata Pengantar

Era globalisasi telah tiba. Dalam era yang seolah tanpa jarak itu, komunikasi antar bangsa memegang peranan sangat penting. Bahasa Inggris sebagai bahasa dunia akan diperlukan dan digunakan orang di seluruh jagat. Itulah sebabnya, belajar berkomunikasi dengan bahasa Inggris sejak dini merupakan pilihan yang bijak.

Teaching and Learning Kits for Promoting Interaction ini disusun untuk menunjang pilihan bijak tersebut. Dengan *kits* ini, diharapkan belajar berkomunikasi dengan bahasa Inggris bukanlah hal yang sulit, terutama bagi anak-anak. *Kits* ini disajikan dengan materi dan kegiatan-kegiatan yang mendorong terjadinya interaksi. Dengan panduan yang mudah diikuti bapak dan ibu bisa mendorong siswa untuk mempraktekan bahasa dengan cara yang menyenangkan.

Teaching and Learning Kits for Promoting Interaction ini merupakan langkah-langkah mengajar untuk mendorong timbulnya percakapan atau dialog dalam bahasa Inggris. Untuk mendukung proses pembelajaran, *kits* ini telah disertai dengan media dan *worksheets*. Media pembelajaran yang tersedia adalah CD lagu-lagu berbahasa Inggris, kartu quartet, boneka tangan, flashcards, gambar peta, dan gambar-gambar yang telah disesuaikan dengan materi yang akan diajarkan. Sedangkan *worksheet* didesain dengan kegiatan yang sesuai dengan anak-anak. Dengan tampilan yang menarik dan penuh warna akan menambah motivasi siswa mengerjakan kegiatan di dalam *worksheets*.

Teaching and Learning Kits for Promoting Interaction ini dikembangkan berdasarkan kurikulum dengan mempertimbangkan kebutuhan dan karakteristik guru dan siswa. *Kits* ini diramu dan disajikan secara menarik. Diharapkan, *kits* ini turut memberi sumbangan yang berarti dalam menyiapkan siswa-siswi berkomunikasi dalam bahasa Inggris menghadapi era globalisasi. Dalam proses belajar mengajar bapak dan ibu guru diharapkan untuk bisa mengembangkan *kits* ini. Terimakasih.

Yogyakarta, 17 April 2012

Penulis

Course Grid

Unit	Basic Competence	Indicators	Learning Materials	Learning Activities	Teaching Activities	Input Text	Media	Time
1. Can I Borrow Your Pencil?	6. Berbicara 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang.	1. Ss are able to say the names of things in their school bag. 2. Ss are able to use the expressions of asking for and giving things. 3. Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.	Language function : Asking for and giving things in the school bag . Examples of expressions : - Can I borrow your pencil? - Can I have a pen? - Sure, here you are. - Sure, here's a pen. - I'm sorry I'm using it. Key Grammatical structure: - Modal+S+V+ determiner + P Key Vocabulary: a sharpener scissors, a crayon, a pen, a pencil, a ruler, an eraser, a correction pen	Presentation : - Saying the names of things in the school bag. - Imitating the use of the expressions. - Asking for and giving things each other. - Observing the dialogue pictures . - Listening to and responding to song . - Saying the expressions in the song. - Singing the song with action. Practice: - Practicing a dialogue of asking and giving things with their partner (role play).	Presentation : - Asking the students to review the names of things in the bag. - Modelling the use of the expressions. - Asking the student to ask for and give thing to his/her friend. - Inviting the students to observe the dialogue pictures. - Inviting the students to listen to and responding to song. - Asking the students to say the expressions mentioned in the song. - Inviting the students to sing "Can I Borrow your Pencil?" and/or "Can I Have a Pen?" song together with action. - Giving correction to their pronunciation. Practice: - Asking the students to do role playing to practice a dialogue of asking for and giving things with their partner.	- songs of "Can I Borrow Your Pencil?" and "Can I Have a Pen?" - dialogues including expressions of asking for and giving things	- stationery items - pictures of dialogue asking for and giving things - sets of games quartet cards - a hand puppet - mp3 player/CD player - CD of songs	2 x 35 minutes

				Production : - Playing a quartet card game.	- Giving them the situation and the example of the dialogue first then asking them to act it out. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job” etc. Production : - Inviting students to play a “quartet card game”. - Dividing the students into groups of four. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then asking them to play. - Monitoring the groups. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job” etc.			
2. Where Is the Library?	6. Berbicara 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi	1. Ss are able to use vocabulary and expressions in giving directions. 2. Ss are able to say the expressions of asking for and giving directions	Language function : Asking for and giving directions. Example of Expression :	Presentation : - Saying the direction vocabulary. - Responding to the teacher by sticking the direction cards.	Presentation : - Saying directions vocabulary by pictures then asking the students to repeat it. - Putting a big school map on the board then asking for directions to some places in	- a song of “Where Is the Library?” - dialogues including express-	- a big school map - pictures of directions - CD of songs	2 x 35 minutes

	<p>contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.</p>	<p>from the song.</p> <p>3. Ss are able to ask for and give directions to their partner based on the context.</p>	<ul style="list-style-type: none"> - Excuse me where's the library? - Go straight and turn right. It's next to the canteen. <p>Key Grammatical Structure :</p> <ul style="list-style-type: none"> - WH Question+ tobe+ determiner + N - V+adv <p>Key Vocabulary : classroom, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, toilet, field, library, canteen, teacher's room, principal's office, laboratory, parking area</p> <p>turn left, turn right, go straight, it's next to the (canteen)</p>	<ul style="list-style-type: none"> - Listening to a song and taking a good look at the map. - Responding to the song. - Singing the "Where's the library?" <p>Practice :</p> <ul style="list-style-type: none"> - Responding to the teacher and friends. <p>Production :</p> <ul style="list-style-type: none"> - Playing an 	<p>the map.</p> <ul style="list-style-type: none"> - Inviting the students to listen to a "Where's the library?" song and taking a good look at the map. - Stopping the song while they are in the middle of listening, then asking them what directions may come next. (Ss can predict what directions may come next by looking at the map on the board). - Dividing the students in halves then Asking them to sing "Where's the Library?" song by turns (the half of the class sing the asking for directions part and the rest sing the giving directions part). <p>Practice :</p> <ul style="list-style-type: none"> - Asking the students to take a good look at the map on the board then asking for directions to some places. - Asking the students to give directions to get to some places on the map to their friends then asking the them to guess the place. <p>Production :</p> <ul style="list-style-type: none"> - Inviting the students to play 	<p>ions of asking for and giving directions</p>	<p>- worksheets</p>	
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				information gap game.	information gap game in pairs. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, “Good Job” etc.			
3. I Like to Wear a White Shirt	2. Berbicara 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan	<ol style="list-style-type: none"> Ss are able to say the names of clothing items. Ss are able to use the expressions of asking for and giving information about what they like to wear. Ss are able to ask for and give information about what they like to wear based on the context. 	<p>Language Function : Asking for and giving information.</p> <p>Examples of Expressions :</p> <ul style="list-style-type: none"> - What do you like to you wear? <p>Key Grammatical Structure :</p> <ul style="list-style-type: none"> - WH Q + do+ S like+to+V? - S+ like+ to+V+NP <p>Key Vocabulary: A blue shirt, blue jeans, brown shoes, brown belt, a yellow t shirt, a red jacket, a</p>	<p>Presentation :</p> <ul style="list-style-type: none"> - Saying the names of clothing items. - Imitating the use of the expressions. - Asking for information about what his/her friends like to wear. - Listening to a song. - Mentioning the clothes in the lyric. - Saying the expressions in the song. - Singing the “I Like to Wear a White 	<p>Presentation :</p> <ul style="list-style-type: none"> - Asking the students to review the names of clothing items by large flashcards. - Giving them example how to express the expressions and ask them to repeat it. - Asking them to ask his/her friends what clothes he/she likes to wear. - Inviting the students to listen to a song. - Asking them to mention the clothes mentioned in the lyric. - Asking the students to repeat the expressions mentioned in the song. - Inviting students to sing “I Like to Wear a White 	<ul style="list-style-type: none"> - “I Like to Wear a White Shirt” song. - Dialogues including expressions of asking for and giving information about what they like to wear. 	<ul style="list-style-type: none"> - Pictures of clothing items. - set of clothing items flashcards - pictures of song - a hand puppet - work-sheets - CD of songs 	2 x 35 minutes

			black hat, a pink skirt, a green dress	<p>Shirt” song.</p> <p>Practice :</p> <ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving information about what they like to wear <p>Production :</p> <ul style="list-style-type: none"> - Playing a “swap clothes” game or “survey” game. 	<p>Shirt” song together.</p> <ul style="list-style-type: none"> - Giving correction to their pronunciation and phrase. <p>Practice :</p> <ul style="list-style-type: none"> - Asking the students to do role play a dialogue asking for and giving information about what they like to wear based on situation given by teacher in pairs. - Monitoring the class and listen to as many of the pairs. - Giving comments to their performance by saying “Well done”, “Very Good”, “Great”, “Good Job”, etc. <p>Production :</p> <ul style="list-style-type: none"> - Inviting students to play “a swap clothes” game or “survey” game. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”. 			
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Lesson Plan

Can I Borrow Your Pencil?

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan meminta barang, dan memberi barang.

Indicators :

- Ss are able to say the names of things in their school bag.
- Ss are able to use the expressions of asking for and giving things.
- Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.

Kinds of text : short functional text (asking for and giving things)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective : Ss are able to ask for and give things to their partner using the expressions of asking for and giving things based on the context.

B. Learning material :

Sample of expression

A : "Can I borrow yourpencil?" B : "Sure, here you are" A : "Thank you"	A : "Can I have a pen?" B : "Sure, here's a pen" A : "Thank you"
A : "Can I borrow yourpencil?" B : "I'm sorry I'm using it"	A : "Can I have a pen?" B : "I'm sorry I'm using it"

Structure : Modal+S+V+determiner+N?

Vocabulary

Example : a sharpener, a pen, a pencil, a ruler, an eraser, a correction pen, scissors, a crayon

Pronunciation : /ə ʃɑː.pən.ər/, /ə pen/, /ə pent .səl/, /ə ruː.lər/, /ən ɪˈreɪ.zər /, /ə.krek.ʃən. pen/, /'slz.ə z/, / ə kreɪ.Dn/.

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening:

Greeting, checking attendance, praying, leading in.

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the names of things in the school bag. - Imitating the use of the expressions. - Asking for and giving things each other. - Observing the dialogue pictures. - Listening to and responding to song. - Saying the expressions in the song. - Singing the song with action. 	<ul style="list-style-type: none"> - Asking the students to review the names of things in the school bag. - Modelling the use of the expressions. - Asking the student to ask for and give a thing to his/her friend. - Inviting the students to observe the dialogue pictures. - Inviting the students to listen to and responding to song. - Asking the students to say the expressions mentioned in the song. - Inviting the students to sing “Can I Borrow your Pencil?” and/or “Can I Have a Pen?” song together with action. - Giving correction to their pronunciation.
Practice	<ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving things with their partner. 	<ul style="list-style-type: none"> - Asking the students to do role playing to practice a dialogue of asking for and giving things with their partner. - Giving them the situation and example of the dialogue first then asking them to act it out. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great”, etc.
Production	<ul style="list-style-type: none"> - Playing a quartet card game. 	<ul style="list-style-type: none"> - Inviting students to play a “quartet card game”. - Dividing the students into groups of four. - Telling the rules of the game clearly to the students. Giving them example of how to play the game first then ask them to play. - Monitoring the class and listening to the groups in the class while giving them assessment if it is needed. - Giving comments to their performance by

		saying “Well done”, “Very Good”, “Great”, etc.
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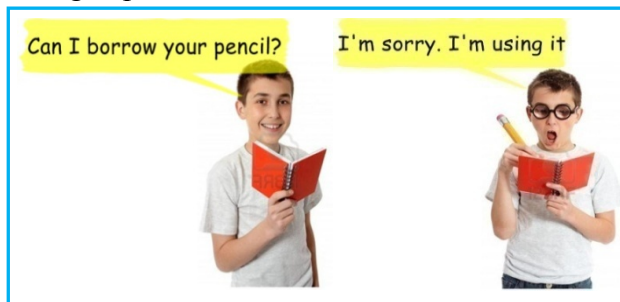
Plenary:

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?
- Further guidance : -
- Reflection : Do you like today's activities? Do you like the song? Do you like the game?

E. Source and media :

- things in the school bag
- dialogue pictures



- a song of “Can I Borrow Your Pencil?”

Allegro 2/4 1=C													
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I	bor-row	your	ru	-ler	your	ru	-ler	your	ru	-ler		
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can	I	bor-row	your	ru	-ler?	Sure.	Here	you	are				
5	.	6	5	4	3	4	5	3	4	5	3	4	5
Can	I	bor-row	your	pencil	your	pencil	your	pencil?					
5	.	6	5	4	3	4	5	2	5	3	1	.	0
Can	I	bor-row	your	pencil?	I'm	sorry.	I'm	using	it				

- a song of “Can I Have a Pen?”

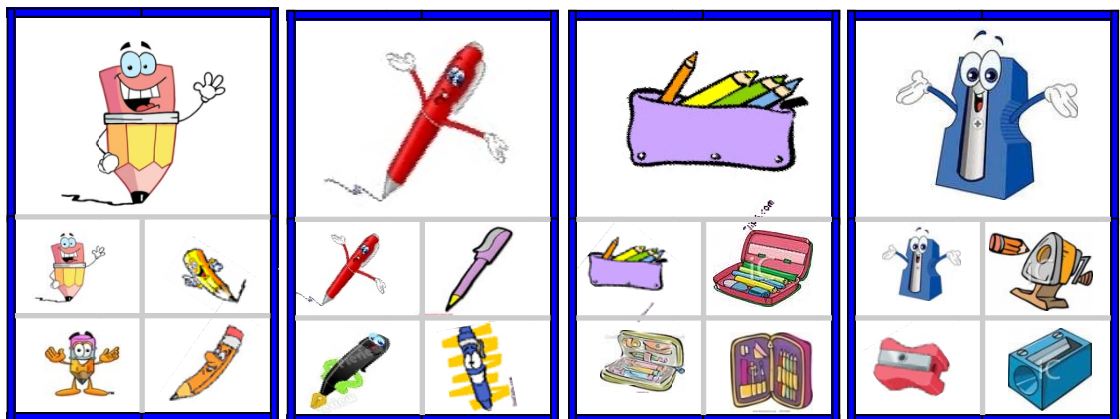
Can I Have a Pen?

Do = B^b

4/4

1	3	5	5	6	0	5	4	6	5
Can	I	can	I	can	I	have	a	pen	
1	3	5	5		4	0	3	2	2
Sure	sure	sure	here's		a		pen		
1	3	5	5	i	0	i	6	6	5
Can	I	can	I	can	I	have	a	book	
1	3	5	5		3	2		1	
Sure	sure	sure	here's		a			book	

- sets of games quartet cards



- a hand puppet



F. Assessment

1. Technique : non-test
2. Type : student's performance, student's participation
3. Instrument : Get four cards about the same pictures, by asking for a thing with expressions that we have learnt, e.g. "Can I borrow your pen?" answer with "Sure, here you are", if you have the card, but answer with "I'm sorry I'm using it" if you don't have the card".

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

Yogyakarta, _____

School Principal

English Teacher

Lesson Plan

Where Is the Library?

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan petunjuk.

Indicators :

- Ss are able to use vocabulary and expressions in giving directions.
- Ss are able to say the expressions of asking for and giving directions from the song.
- Ss are able to ask for and give directions to their partner based on the context.

Kinds of text : short functional text (asking and giving directions)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective : Ss are able to ask for and give directions to their partner using the expressions of asking for and giving directions based on the context.

B. Learning material

Sample of expressions:

A	: "Excuse me where's the library?"
B	: "Go straight and turn right. It's next to the canteen".
A	: "Thank you"
B	: "You are welcome".

Structure : WH Question+ to be+ determiner + N?

V+ adv.

Vocabulary

Example : classroom, 1th grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, toilet, field, library, canteen, teacher's room, principal's office, laboratory, turn left, turn right, go straight, it's next to

Pronunciation: /'klaʊs.ru:m/, /fɜːst. greɪd/, /sek.ənd greɪd/, /θɜːd greɪd/, /fɔːrθ greɪd/, /fɪfθ greɪd/, /sɪksθ greɪd/, /'tʃɪ.lət/, /fiːld/, /'laɪ.brər.i/, /kæn'tiːn/, /'tiː.tʃər s.ru:m/, /prɪnt.sɪ.pəl s .ɒf.ɪs/, /læb.rə.tɔːr.i/, /tʊn left/, /tʊn raɪt/, /gəʊ streɪt/, /ɪts nekst tu ðə/

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening activities:

Greeting, checking attendance, praying, leading in

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the direction vocabulary. - Responding to the teacher by sticking the directions cards. - Listening to a song and taking a good look at the map. - Responding to the song. - Saying the expressions mentioned in the song. - Singing the "Where's the Library?" song. 	<ul style="list-style-type: none"> - Saying direction vocabulary by pictures then asking the students to repeat it. - Putting a big school map on the board then asking for directions to some places in the map. - Inviting the students to listen a "Where's the Library?" song and taking a good look at the map. - Stopping the song while they are in the middle of listening, then asking them what directions may come next. (Ss can predict what directions may come next by looking at the map on the board). - Playing the song and asking to repeat the expressions how to ask for and give directions. - Dividing the students in halves then asking them to sing "Where's the Library?" song by turns. (the half of the class sing the asking for directions part and the rest sing the giving directions part).
Practice	<ul style="list-style-type: none"> - Practicing a dialogue of asking for and giving directions. 	<ul style="list-style-type: none"> - Asking the students to take a good look at the map on the board then asking for directions to some places. Calling on one student to give just the first section of directions, then another student for the second section, and then

		<p>another until reaching the destination. Repeating until the students feel comfortable with the phrases to give a whole set of directions on their own.</p> <ul style="list-style-type: none"> - Asking the students to give directions to get to some places on the map to their friends then asking the them to guess the place.
Production	- Playing information gaps game.	<ul style="list-style-type: none"> - Inviting the students to play an information gap game in pairs. - Telling the rules of the game clearly to the students. Giving them the example of how to play the game first then ask them to play. - Monitoring the class and listening to the groups in the class while giving them assessment. - Giving comments to their performance by saying “Well done”, “Very Good”, etc.

Plenary:

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?.
- Further guidance : -
- Reflection : Do you like today’s activities? Do you like the song? Do you like the game?

E. Source/Media:

- a big school map
- pictures of directions
- dialogue of asking for and giving directions
- worksheets

- a song of “Where’s the Library”

Where’s the Library?

Allegro 4/4 1 = C

| 1 3 1 3 . | 1 3 6 5 0 |

Ex cuse me where’s the li bra ry?

Go straight and turn right. It’s next to the canteen.

| 1 3 1 3 . | 1 6 5 0 |

Ex cuse me where’s the can teen?

Turn right and go straight. It’s next to the hall.

F. Assessment

1. Technique : non-test
2. Type : students’ performance, students’ participation
3. Instrument : You and your partner have different maps. Do not look at your partner’s map. Ask your partner how to get to the places bellow, starting each time from the ☺ . Write the name in the right place. Then let your partner ask you.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

Yogyakarta, _____

School Principal

English Teacher

Lesson Plan

I Like to Wear a White Shirt

School Name : SD Muhammadiyah Bausasran

Subject : English

Class/Semester : V/2

Standard Competence:

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah.

Basic Competence :

- 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan.

Indicators :

- Students are able to say the names of clothing items.
- Students are able to use the expression of asking for and giving information about what they like to wear from the song.
- Students are able to ask for and give information about what they like to wear based on the context.

Kinds of text : short functional text (asking for and giving information)

Skill : speaking

Time Allocation : 2 x 35 minutes

A. Learning Objective: Ss are able to ask for and give information about what they like to wear based on the context.

B. Learning material

Sample of expressions:

A : "What do you like to wear?"

B : "I like to wear red trousers and a white shirt"

Structure : Wh Q+ do+ S +like+ to + V?. S+like to+ V+ NP

Vocabulary

example : A blue shirt, blue jeans, brown shoes, brown belt, a yellow t shirt, a red jacket, a black hat, a pink skirt, a green dress

Pronunciation : /ə blu: ɪt/, / blu: dɪ:nz/, /braʊn uːz/, /ə braʊn belt/, / ə jel-ɒ ti ɪrt/, / ə red ɪdæk-ɪt/, /ə blæk hæʃt/, / ə pɪŋk skɪrt/, / ə grin dres/

C. Technique/Method : PPP (Presentation, Practice, Production)

D. Procedure

Opening activities:

Greeting, checking attendance, praying, leading in

	Learning activities	Teaching activities
Presentation	<ul style="list-style-type: none"> - Saying the names of clothing items. - Imitating the use of the expressions. - Asking for information about what his/her friends are like to wear. - Listening to a song. - Mentioning the clothes in the lyric. - Saying the expressions in the song. - Singing the “I Like to Wear a White Shirt” song. 	<ul style="list-style-type: none"> - Asking the students to review the names of clothing items by pictures of clothing items. - Giving them example how to express the expression and ask them to repeat it. - Asking them to ask his/her friends what clothes are like to wear. - Inviting the students to listen to a song. - Asking them to mention the clothes mentioned in the lyric. - Asking the students to repeat the expressions mentioned in the song. - Inviting students to sing “I Like to Wear a White Shirt” song together. - Giving correction to their pronunciation and phrase.
Practice	<ul style="list-style-type: none"> - Practicing the dialogue of asking for and giving information about what they like to wear. 	<ul style="list-style-type: none"> - Asking the students to do role play a dialogue asking for and giving information about what they like to wear based on the situation given by teacher in pairs. - Giving them the example of the dialogue first then asking them to do the dialogue. - Monitoring the class and listening to as many of the pairs as you can. - Giving comments to their performance by saying “Well done, Very Good, Great, Good Job”, etc.
Production	<ul style="list-style-type: none"> - Playing “swap clothes” game or “survey” game. 	<ul style="list-style-type: none"> - Inviting students to play “swap clothes” game or “survey” game. - Telling the rules of the game clearly to the

		<p>students. Giving them the example of how to play the game first then ask them to play.</p> <ul style="list-style-type: none"> - Walking round the class and listening to the groups in the class. - Giving comments to their performance by saying “Well done, Very Good, Great, etc.
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Plenary

The teacher asks the students' understanding and feelings associated with the material being studied.

- Summary : What have we learnt today?
- Further guidance : -
- Reflection : Do you like today's activities? Do you like the song? Do you like the game?

E. Source/Media:

- “I Like to Wear a White Shirt” song

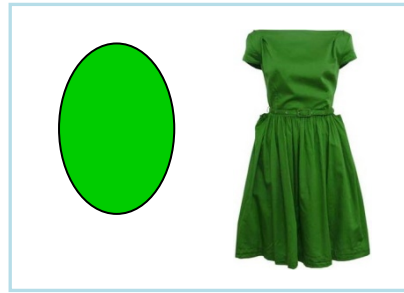
I Like to Wear a White Shirt

Allegro 4/4 do = C

3 . 2 1 2	3 3 3 0	2 2 2 0	3 5 5 0
What do you like to wear?	like to wear	like to wear	like to wear.
3 . 2 1 2	3 3 3 0 3	2 . 3 2 1	1 . 0 0
I like to wear red trousers and a	white shirt.		
3 . 2 1 2	3 3 3 0	2 2 2 0	3 5 5 0
What do you like to wear?	like to wear	like to wear	like to wear.
3 . 2 1 2	3 3 3 0 3	2 . 3 2 1	1 . 0 0
I like to wear a pink dress and a	blue veil.		

- pictures of song
- worksheets
- a hand puppet
- pictures of clothing items





- set of clothing items flashcards



F. Assessment

1. Technique : non-test
2. Type : Student's performance, student's participation
3. Instrument : Work in pairs. In your pairs you are going to play a swap clothes game. Ask for information about what your partner wearing using the expression "What are you wearing?" and your partner will answer (e.g.) I'm wearing a blue shirt and a white skirt" based on the picture in the card she/he has, and vice versa. Then swap the card after finishing a dialogue. Find another partner and do the same thing.

G. Assessment Column

No	Aspects	Score scales	Score
1	Accuracy	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1
2	Fluency	Very good	5
		Good	4
		Fair	3
		Poor	2
		Very poor	1

Yogyakarta, _____

School Principal

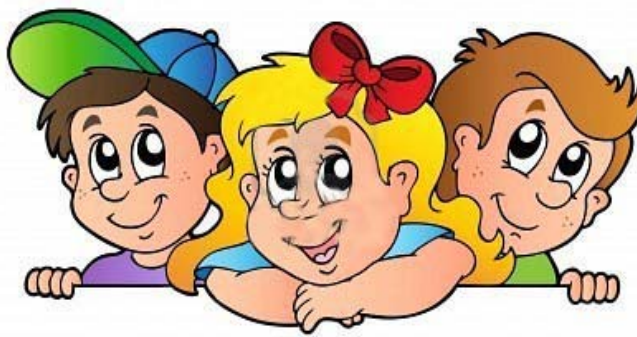
English Teacher

Table of Contents

	Page
Kata Pengantar	i
Course Grid	ii
Lesson Plans	vii
Table of Contents	xx
Teacher's Guide for Lesson 1	2
Teacher's Guide for Lesson 2	11
Teacher's Guide for Lesson 3	18
Worksheets	27
Appendices	31
References	68

Teacher's Guide





Lesson 1, Can I Borrow Your Pencil?

Presentation

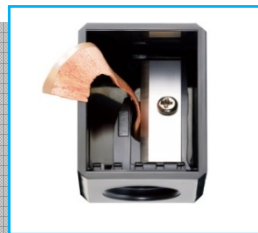
A Saying the names of things in the school bag

Prosedur :

1. Tunjukkanlah benda-benda yang biasa terdapat dalam tas sekolah.
2. Mintalah siswa untuk menyebutkan namanya dalam bahasa Inggris.
3. Perbaikilah pengucapan siswa jika ada kesalahan. Berilah model pengucapan yang benar dan mintalah siswa untuk menirukan.
4. Beri perhatian, motivasi dan komentar yang membangun.



/ə 'pensl/



/ə ʃaɪ.pən.ər/



/ən I reɪ.zər/



/ə ru:lər/



/ə pen/



/ə. krek.ʃn. pen/



/'slz.ə z/



/kreɪ.Dn/

www. 123RF.com

Tujuan : mengingat nama-nama benda yang ada di dalam tas sekolah.

Media : alat-alat tulis sekolah

Waktu : 5 menit

Contoh ekspresi guru : *Well, Now look at this. Can you see it? What is this? What do we call this in English? Say it louder. That's nice. Good try, but not quite right. That's right. Let's all say that together. Say the word after me.*



B Imitating the use of the expressions

Prosedur :

1. Ambilah *hand puppet (Big Bird)* dan buatlah percakapan sederhana dengannya bertemakan meminjam dan memberi barang. Buatlah karakter suara yang berbeda.
2. Berilah tekanan pada ungkapan memberi dan menerima barang.
3. Setelah memberi contoh ungkapan meminjam dan memberi barang beberapa kali. Libatkanlah siswa dalam percakapan tersebut. Perbaikilah respon siswa jika terdapat kesalahan dengan ungkapan, "*Now say it this way. Sure, here you are*" atau "*I'm sorry. I'm using it*". Berilah pujian atas responnya.
4. Panggilah beberapa nama siswa lagi dan mintalah alat tulis yang lain.
5. Jika siswa tidak membawa barang yang diminta *Big Bird*, mintalah siswa tersebut meminjam barang yang tidak dibawanya kepada salah satu teman di kelasnya.
6. Ulangi kegiatan no. 5 hingga siswa terlihat bisa menggunakan ungkapan meminta dan memberi barang.



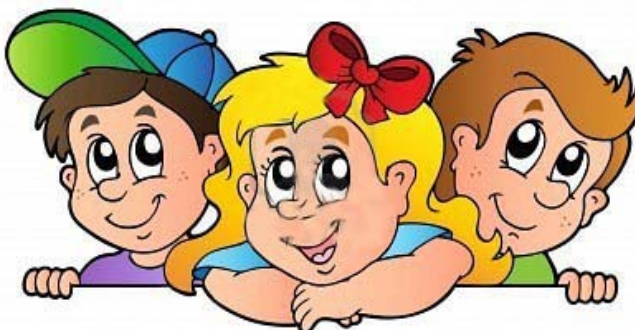
Tujuan : mengucapkan dan mengetahui fungsi ungkapan.

Media : *hand puppet*, peralatan tulis siswa

Waktu : 10 menit

Contoh percakapan :

Guru : *Hi Big Bird what are you going to do?. Big Bird : I'm going to write a letter for my friend, but I don't have any pencil. Can I borrow your pencil?. Guru : Sure, here you are. Big Bird : Thank you. Can I have a piece of paper?. Guru : Sure here you are. Big Bird : Thank you...Mmm...Can I have a sharpener too?. Guru : I'm sorry. I'm using it. You can borrow it from ... (nama siswa) Big Bird : ... (nama siswa) Can I have a sharpener? Siswa : Sure, here you are. Big Bird : Thank you.*



C Observing dialogue pictures

Prosedur:

1. Ajaklah siswa untuk memperhatikan *dialogue pictures*.
2. Ajukanlah beberapa pertanyaan seputar gambar berkaitan dengan topik.
3. Bacalah dialog yang ada pada gambar dengan model pengucapan yang benar dan mintalah siswa untuk menirukannya.
4. Ulangilah kegiatan no. 1-3 untuk gambar dialog yang kedua.
5. Guru boleh memberikan contoh beberapa macam ungkapan meminta dan memberi barang barang.



www.istockphoto.com

Tujuan : mengenalkan ungkapan yang akan diajarkan.

Media : *dialogue pictures* (halaman 32 dan 33)

Waktu : 5 menit

Contoh ekspresi guru : *Look at the picture. What do you see? Oh, this boy wants to write on his book. Does he has any pencil? What should he do? What should he say? Can you read the expressions? I'll read the expressions first. Repeat after me. Great.*



D Listening to and responding to the song

Prosedur:

1. Ajaklah siswa untuk mendengarkan lagu. Guru dapat memilih untuk memutar salah satu lagu saja "*Can I Borrow Your Pencil*" atau "*Can I have a pen?*".
2. Sebelum lagu diputar, tugaskan siswa untuk menyebutkan ungkapan meminta barang yang terdapat di dalam lirik lagu.
3. Putarlah lagu. Pastikan lagu terdengar jelas oleh setiap siswa di kelas. Hentikanlah lagu setelah penyanyi mengucapkan ungkapan meminta barang (lihat lirik lagu).
4. Mintalah siswa untuk mengucapkan ungkapan yang mereka dengar. Apabila siswa belum dapat mengucapkannya, ulangilah lagu pada bagian tersebut dan bimbinglah siswa untuk dapat mengucapkannya dengan baik.
5. Selanjutnya, tanyakanlah pada siswa bagaimanakah ungkapan untuk meresponnya.
6. Setelah siswa menjawab, putarlah lanjutan lagu untuk mencocokkan jawaban mereka. Berilah sanjungan pada siswa.
7. Ulangilah kegiatan no. 3 – 6 untuk lirik selanjutnya.

Can I Have a Pen?

Do = B^b

4/4	1	3	5	5	6	0	5	4	6	5
	Can	I	can	I	can		I	have	a	pen
	1	3	5	5		4	0	3	2	2
	Sure	sure	sure	here's				a		pen
	1	3	5	5	i	0	i	6	6	5
	Can	I	can	I	can		I	have	a	book
	1	3	5	5		3	2			1
	Sure	sure	sure	here's		a				book



Allegro 2/4 1=C

5 . 6 5 4 | 3 4 5 | 3 4 5 | 3 4 5 |

Can I bor-row your ru -ler your ru -ler your ru -ler?

5 . 6 5 4 | 3 4 5 | 2 5 | 3 1 . 0 |

Can I bor-row your ru -ler? Sure. Here you are

5 . 6 5 4 | 3 4 5 | 3 4 5 | 3 4 5 |

Can I bor-row your pencil your pencil your pencil?

5 . 6 5 4 | 3 4 5 | 2 5 | 3 1 . 0 |

Can I bor-row your pencil? I'm sorry. I'm using it

Tujuan : menarik minat belajar dan mengucapkan ungkapan yang diajarkan.

Media : CD lagu "Can I Borrow Your Pencil", mp3 player

Waktu : 10 menit

Contoh ekspresi guru : *Ok everyone. Let's listening to a song. Pick out the exspression of asking for thing in the song. So, are you ready to listen? I'll start the song. What expression did you hear? How do you say it? How do you respons it? Now, listen again and check your answer. And what will you say to response it? Good.*



E Singing the song with action

Procedur :

1. Bagilah kelas menjadi dua kelompok. Kelompok pertama adalah kelompok yang akan menyanyikan ungkapan meminta barang. Kelompok kedua adalah kelompok yang akan menyanyikan ungkapan memberi barang.
2. Ajarkanlah gaya pada lagu ini. Contohnya, gaya memberi penggaris ketika menyanyikan ungkapan memberi barang dan gaya melambaikan tangan ketika ungkapan menolak barang dinyanyikan. Guru dapat mengembangkan gaya supaya lebih menarik.
3. Ajaklah kelompok untuk berdiri dan saling berhadapan.
4. Putarlah lagu dan mulailah bernyanyi bersama disertai gaya.
5. Ulangi kegiatan ini dengan menukar lirik dalam kelompok.



Tujuan : melatih pengucapan dan menggunakan ungkapan disertai aksi.

Media : lagu “*Can I Borrow Your Pencil*” dan “*Can I have a pen*”, *mp3 player*, alat-alat tulis siswa

Waktu : 5 menit

Contoh ekspresi guru : *Ok, Let's sing a song and act it out! For this, I'm going to divide you in half. Now, this half of the class, you're "A" and, this half, you're "B". Right. Now "A", you sing the asking for things lyric, those are "Can I borrow". And you "B", you sing the giving things lyric, those are "Sure here you are and I'm". And B, don't forget to give actions while you singing. You can act by waving your hand when the lyric "I'm sorry I'm using it" and act by giving your ruler when the lyric "Sure, here you are". Do it like this. So, are you ready to sing? I'll play the tape. Very Good! Mind your intonation please. You miss a*



Practice

F

Practicing the dialogue of asking for and giving things in pairs by role playing

Prosedur :

1. Aturlah tempat duduk siswa, agar tiap siswa memiliki pasangan untuk berlatih dialogue.
2. Mintalah siswa untuk bermain peran. Ceritakanlah situasi kepada siswa. Salah satu siswa berperan meminta salah satu peralatan tulis. Siswa lainnya berperan menjadi teman yang akan meminjamkan atau tidak meminjamkan alat tulis yang diminta. Siswa boleh menggunakan alat tulis yang mereka miliki sebagai properti.
3. Berilah contoh ungkapan-ungkapan yang bisa mereka gunakan dengan jelas sebelum memulai kegiatan ini, sehingga siswa tau benar apa yang harus dilakukan.
4. Mulailah kegiatan. Pantaulah kegiatan siswa dan beri mereka motivasi.
5. Guru bisa menunjuk 2-3 pasang untuk mempraktekan di depan kelas, dan ajaklah siswa lain memberikan komentar.
Guru bisa memberikan feedback setelah itu.
6. Guru bisa mengambil penilaian jika diperlukan.



Tujuan : berlatih menggunakan ungkapan meminta dan memberi barang.

Media : alat-alat tulis siswa

Waktu : 12 menit

Contoh ekspresi guru: *We are going to do some role play in twos now. Imagine you were a student who forgets bringing certain stationery items. You want to ask for a thing to your friend next to you. So what would you say? Good. And what kind of thing might your friend say? Ok now in twos with your neighbour. Let's pretend you want to ask for a thing to your friend. I will give you the example. Listen, I'll do the first. You may use your stationeries. Do you get it? Good! Yes Excellent. Very Good. Stop now. Well done. Silence, that's enough. Let's listen this pair.*



Production

G Playing a quartet card game

Prosedur :

1. Persiapkan dan tariklah minat siswa untuk bermain *quartet card game*.
2. Bagilah kelas menjadi kelompok-kelompok kecil beranggotakan 4-5 siswa.
3. Jelaskanlah peraturan permainan dengan jelas.
4. Bagikan kartu ke setiap kelompok. Tiap kelompok akan mendapatkan 32 buah kartu.
5. Mulailah permainan dan beri batasan waktu.
6. Berkelilinglah ke setiap kelompok dan pastikan agar proses interaksi dalam bahasa Inggris berjalan lancar.



Tujuan : menggunakan ungkapan meminta dan memberi barang.

Media : *set of games quartet cards* (halaman 34-37)

Waktu : 15 menit

Persiapan : perbanyaklah 32 *games quartet cards* sejumlah kelompok di kelas dan potonglah kartu-kartu tersebut sehingga menjadi beberapa set kartu kuartet.

Contoh ekspresi guru: *OK, Now we are going to play a game like quartet card game. Well, to do this, I want you in groups of four. I will give you cards. There are 32 cards with pictures on for each group. The object of the game is to get four cards with the same pictures, by asking for a thing with expression that we have learned. I'll give you the example. Ok Very Good. Don't be sad it's just a game. Congratulations. You won the game.*



Peraturan permainan :

- a. Permainan ini dimainkan dalam kelompok yang terdiri dari 4-5 orang.
- b. Tiap kelompok mendapat 32 buah kartu.
- c. Kocok kartu.
- d. Bagilah kartu, masing-masing anggota mendapatkan 4 buah kartu. Letakkan sisa kartu di tengah meja dengan posisi kartu menghadap terbalik.
- e. Perhatikan kartu-kartu yang didapat, sisihkan gambar yang sama.
- f. Tunjuk salah satu anggota dalam kelompok, dan tanyakan apakah dia memiliki kartu yang dicari dengan ungkapan meminta barang, seperti :
 - a. Can I borrow your pen?
 - b. Can I have a pen?
 - c. May I borrow your pen?
- g. Jika memegang kartu yang sedang dicari, berikanlah kartu dengan mengucapkan ungkapan *"Sure, here you are"* atau *"Sure, here's a pen"*.
- h. Sedangkan jika tidak memegang kartu yang sedang dicari ucapkan *"I'm sorry. I'm using it"* dan ambil satu buah kartu pada tumpukan kartu paling atas yang diletakkan di tengah meja.
- i. Letakkan 4 kartu yang sudah memiliki gambar seri yang sama di atas meja, sehingga teman dalam kelompok bisa melihatnya.
- j. Hentikan permainan jika waktu yang ditentukan telah usai. Pemain yang bisa membuat kuartet terbanyak, dialah pemenang.



Lesson 2, Where Is the Library?



Presentation

Saying the direction vocabulary

Prosedur :

1. Tunjukkanlah *direction flashcards* di depan kelas satu per satu.
2. Tanyakanlah kepada siswa, *What is it?*
3. Berilah siswa motivasi untuk menyebutkan arah dalam bahasa Inggris.
4. Berilah siswa model pengucapan yang benar dan mintalah siswa untuk menirukannya.



Go Straight

/gəʊ streɪt/



Turn Left

/tɜːn left/



Turn Right

/tɜːn raɪt/



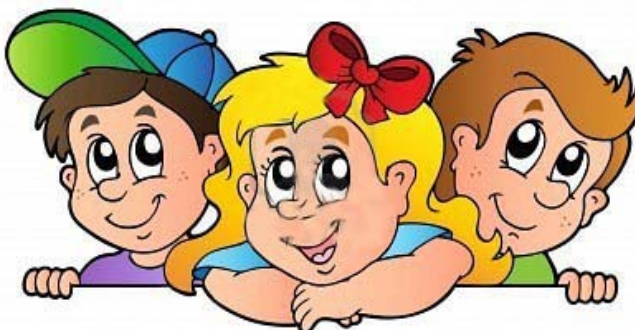
Tujuan : menyebutkan *directions* dengan pengucapan yang benar.

Media : *pictures of directions* (halaman 51-53)

Waktu : 10 menit

Persiapan : Ambilah *pictures of directions* , perbesarlah jika diperlukan.

Contoh ekspresi guru : Look at this picture! What is it? Well it's directions, this picture means that you should turn right. Can you say it? Repeat after me. "Turn right" Good. What's this? Nice. Repeat after me. "Turn left" And you? What's this (a student's name)? Good.



B Responding to the teacher

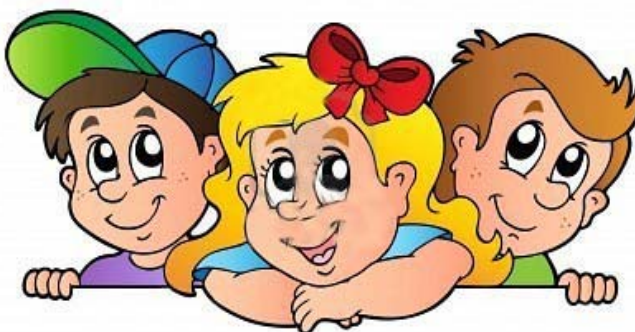
Prosedure :

1. Tempelkan *a school map* pada papan tulis.
2. Ajukan pertanyaan letak suatu tempat, contoh “*Where is the computer room?*”.
Respon siswa boleh beraneka ragam. Berilah pujian.
3. Panggilah siswa ke depan kelas untuk menempelkan *direction cards* pada peta hingga sampai pada letak tempat yang ditanyakan tadi. Berilah contoh siswa cara melakukannya. Berilah siswa pujian.
4. Mintalah siswa untuk membaca *direction cards* dengan pengucapan yang benar.
Bantulah siswa jika mereka masih belum lancar.
5. Ajaklah siswa lain untuk menirukan bersama-sama.
6. Ajukanlah pertanyaan letak tempat lain, contoh “*Where is the school yard?*” dan ulangilah kegiatan no. 2-4.



- Tujuan** : menarik perhatian siswa, memperkenalkan ungkapan memberi arah yang akan dipelajari hari ini.
- Media** : *a school map, direction cards for sticking to the school map* (halaman 38 - 50)
- Waktu** : 10 menit
- Persiapan** : buatlah peta sekolah dan perlihatkanlah di depan kelas. Lihat cara pembuatan di halaman 38.

Contoh ekspresi guru : *Everybody, look at the map. What do you see there? Where is the computer room? That's right. Can you tell me how to get there from this gate? Who will label the map with the directions cards? Good Job! Everybody, can you read the directions card, please? Say it like this. Follow me! "Go staright", "Turn right", "Turn left", "It's next to the library". Exellent.*



C Listening to and responding to a song

Prosedur :

1. Ajaklah siswa untuk mendengarkan lagu “*Where’s the Library?*”
2. Jelaskanlah pada siswa bahwa di dalam lagu ini penyanyi menanyakan letak suatu tempat. Tugaskan siswa untuk mencari tahu nama tempat tersebut.
3. Putar lagu dan hentikan lagu ketika penyanyi telah selesai menyanyikan lirik baris pertama atau telah menyebutkan nama tempat yang diminta (lihat lirik lagu).
4. Tanyakanlah pada siswa nama tempat tersebut. Biarkan siswa menjawab nama tempat yang sedang dicari. Ulangilah kegiatan no. 3 apabila siswa belum dapat menemukan nama tempat tersebut.
5. Mintalah siswa untuk menunjukkan letak tempat yang baru saja disebutkan pada peta.
6. Mintalah siswa untuk memberikan arah menuju tempat tersebut dari gerbang sekolah.
7. Cek jawaban siswa dengan mendengarkan lanjutan lagu “*Where is the Library?*”.
8. Beri siswa pujian dan ulangilah kegiatan no. 2-7 pada bait ke dua lagu.
9. Putarlah lagu dan mintalah siswa untuk menyebutkan ungkapan meminta arah dan memberi arah yang ada pada lagu.

Where’s the Library?

Allegro 4/4 C=1

1 3 1 3 . 1 3 6 5 0

Ex cuse me where’s the li bra ry?

Go straight and turn right. It’s next to the canteen.

1 3 1 3 . 1 6 5 0

Ex cuse me where’s the can teen?

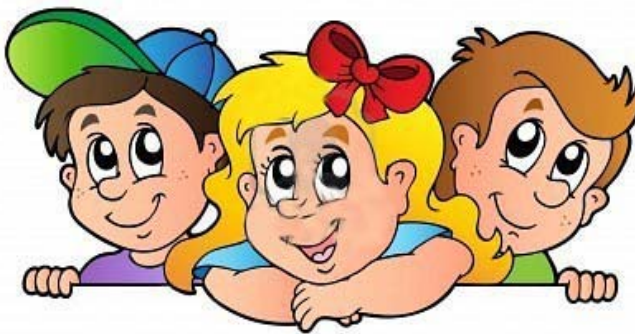
Turn right and go straight. It’s next to the hall.

Tujuan : memberi petunjuk arah sesuai peta di depan kelas.

Media : lagu “*Where’s the library?*”, *Mp3 player, a big school map*

Waktu : 10 menit

Contoh ekspresi guru : *We’ll be listening to a song. Are you ready to listen? I’ll play the song. Well. Pick out the name of places the singer wants to find. Are you ready? What’s the name of place the singer want to find?”The library” Great! Now, take a good look at the map and find out where the library is! Can you say the directions?Louder please. OK, Let’s check your answer together. Now, listen to the next lyric. Are you ready? Who has the same answer? Good Job.*



D Singing the “Where’s the Library?” song by turns

Prosedur :

1. Ajaklah siswa untuk bernyanyi bersama.
2. Bagilah kelas menjadi dua kelompok. Kelompok A menyanyikan lirik baris pertama dan ketiga, yaitu ungkapan *asking for directions*. Kelompok B menyanyikan lirik baris kedua dan keempat, yaitu ungkapan *giving directions*.
3. Putarlah lagu dan mulailah bernyanyi bersama.
4. Ulangilah kegiatan ini dengan saling menukar lirik yang dinyanyikan pada kelompok.

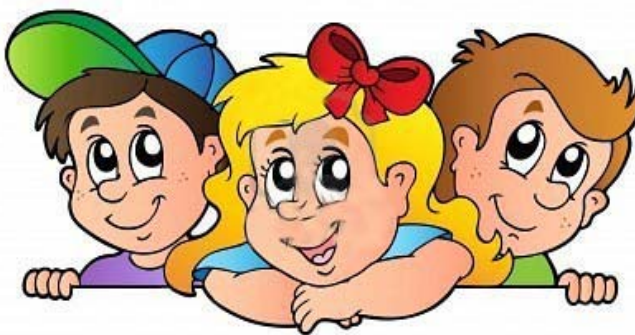


Tujuan : berlatih mengucapkan ungkapan yang sedang diajarkan.

Media : lagu “Where’s the Library?”, Mp3 player

Waktu : 5 menit

Contoh ekspresi guru : *Ok, Let’s sing the song together! For this, I’m going to divide you in half. Now, this half of the class, you’re “A” and, this half, you’re “B”. Right. Now “A”, you sing the first and the third lyric. Those are about asking for directions. And you “B”, you sing the second and the fourth lyric. Those are about giving directions. Are you ready to sing? I’ll play the tape. Very Good. It’s too fast. Good.*



Practice

E

Practicing a dialogue of asking for and giving directions with teacher and their friends

Prosedur :

1. Ubahlah susunan ruangan-ruangan peta sekolah yang sudah dipergunakan pada kegiatan sebelumnya.
2. Mintalah siswa untuk mengamati peta di depan kelas.
3. Tanyakan salah satu tempat dari lokasi yang sudah ditentukan kepada salah satu siswa dengan menggunakan ungkapan *"Where is the?"* Mintalah siswa tersebut untuk memberikan satu petunjuk arah saja.
4. Pastikanlah semua siswa memperhatikan kegiatan ini.
5. Tunjukkan siswa lain untuk memberikan arah berikutnya. Begitu seterusnya hingga sampai pada tempat yang ditanyakan.
6. Ulangi kegiatan hingga siswa merasa nyaman dengan ungkapan yang diajarkan.
7. Ulangi kegiatan no. 3 dan mintalah siswa tersebut memberikan arah hingga sampai tempat yang diminta.
8. Berilah petunjuk arah letak suatu tempat pada peta dari lokasi yang sudah ditentukan dari gerbang sekolah. Jangan sebutkan nama tempat yang sedang dicari.
9. Biarlah siswa menebak nama tempat yang dituju.
10. Beri kesempatan bagi siswa yang mau melakukan kegiatan no. 8 di depan kelas dan biarkan teman lain menebak nama tempat yang dimaksud.
11. Berilah pujian atau hadiah kecil bagi siswa yang mau melakukan kegiatan no. 8 dengan baik.

Tujuan : berlatih menggunakan ungkapan *asking for and giving directions*.

Media : *a big school map*

Waktu : 12 menit

Contoh ekspresi guru : *Everybody take a good look at the map. (a student's name) where is the parking lot? Give me just the first section of the direction. Next (a student's name) can you tell me the second section of the directions? Thank you.*

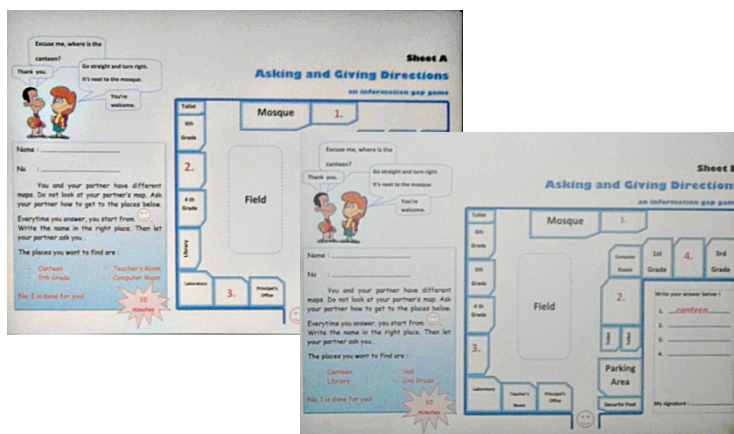


Production

F Playing an information gap game

Prosedur :

1. Persiapkanlah siswa untuk bermain games.
2. Aturlah tempat duduk siswa agar mereka dapat bermain secara berpasangan.
3. Jelaskanlah peraturan dalam permainan ini.
4. Berikanlah contoh bagaimana cara bermain sehingga siswa benar-benar mengetahui apa yang harus dilakukan.
5. Bagilah *sheet A* dan *sheet B* pada tiap pasangan.
6. Mulailah permainan dan berilah batasan waktu.
7. Pantaulah tiap pasangan dan ingatkan untuk tidak saling memperlihatkan *worksheet* kepada pasangan mereka.
8. Hentikan permainan jika waktu telah usai. Berilah *feedback* dan pujian.



Tujuan : menggunakan ungkapan *asking for and giving directions*.

Media : *worksheets* (halaman 28 dan 29)

Waktu : 15 menit

Persiapan : perbanyaklah *worksheets (sheet A dan B)* sejumlah siswa dikelas.

Contoh ekspresi guru : *OK, Now we are going to play a direction game.*

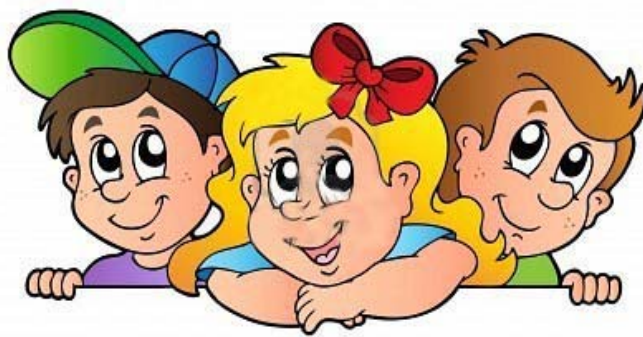
Can you get into pairs please? Now listen to me. In this game, each student will get a different worksheet with different buildings marked on the map. Look at this map! Your job is to exchange information in order to complete your map. You should ask "Excuse me, where is the ...? And your friend will answer the question "Go straight and turn right. It's next to the..."



Peraturan :

- a. Permainan dimainkan secara berpasangan.
- b. Tiap siswa akan mendapatkan *worksheet* yang berbeda dengan pasangannya. Siswa yang satu memegang *sheet A* dan yang lainnya memegang *sheet B*.
- c. Tujuan dari permainan ini adalah melengkapi nama tempat pada peta. Nama-nama tempat yang masih kosong pada *sheet A* sudah tertulis pada *sheet B*. Begitu sebaliknya.
- d. Siswa tidak diizinkan melihat peta temanya. Dengan demikian, siswa harus menanyakannya dengan menggunakan ungkapan dalam bahasa Inggris. Begitu juga dengan temannya, dia harus memberi arah dalam bahasa Inggris. Berikut ini adalah model percakapan yang bisa dikembangkan;

A : *Where's the canteen?*
B : *Go straight, and turn right. It's next to the mosque (see the worksheet).*



Lesson 3, I Like to Wear a White Shirt

Presentation

A Saying the names of clothing items

Prosedur :

1. Tampilkanlah *big clothing flashcards* kepada siswa satu per satu.
2. Mintalah siswa menyebutkan nama pakaian tersebut dalam bahasa Inggris.
3. Bimbinglah siswa agar dapat menyebutkan nama pakaian tersebut dengan frase yang benar.
4. Perbaikilah pengucapan siswa dan berilah model pengucapan yang benar.
5. Mintalah siswa untuk mengikuti model pengucapan tersebut dengan benar.



/ə red ˈdʌæk·t/



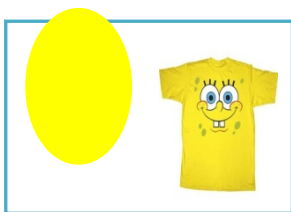
/ə grin dres/



/blu: dʒi:nz/



/braʊn



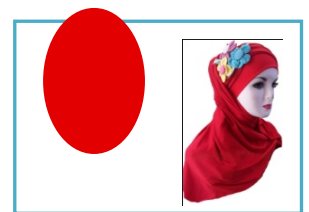
/ə jel·oʊ ti ʃɜrt /



/ə blu: ʃɜt/



/ə pɪŋk skɜrt/



/ə red

www.shutterstock.com

Tujuan : mengenalkan kembali nama-nama pakaian.

Media : *pictures of clothing items* (halaman 56-63)

Waktu : 10 menit

Contoh ekspresi guru: *Well, Now take a good look at the picture. What do you see? Can you say it in English? Say it louder. Let's all say that together. Repeat after me.*



B imitating the use of the expressions

Prosedur :

1. Ambilah *Big Bird* dan tanyakan pakaian apa yang suka dia kenakan, *"What do you like to wear?"*. *"I like to wear a blue shirt"*, jawab *Big Bird*.
2. Panggilah beberapa nama siswa dan tanyakanlah pakaian apa yang mereka suka kenakan: *"What do you like to wear?"*. Berilah pujian atas respon siswa.
3. Lakukanlah kegiatan ini beberapa kali hingga siswa terlihat lancar. Guru boleh mengajarkan ungkapan memberi informasi pakaian yang suka dikenakan dengan lengkap. *Now, say it this way: "I like to wear a pink dress"*.
4. Selanjutnya, tunjukkan salah satu siswa dan mintalah dia untuk menanyakan pakaian apa yang suka dikenakan kepada salah satu temanya di kelas. *"Ok, Dimas, Now ask Rahma the same question."*
5. Ulangi kegiatan no. 3 hingga siswa terlihat bisa menggunakan ungkapan meminta dan memberi informasi pakaian apa yang suka dikenakan.



Tujuan : berlatih mengucapkan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : a hand puppet

Waktu : 7 menit

Contoh ekspresi guru: (a student's name) what do you like to wear? Now say it this way: I like to wear (a student's name) ask (a student's name) what is she/he like to wear! Now say it this way: What do you like to wear?. Repeat the expression after me. Very good.



C Listening to a song

Prosedur :

1. Ajak dan persiapkan siswa untuk mendengarkan lagu. Sebelum lagu diputar, tugaskanlah siswa untuk menyebutkan jenis pakaian yang ada di dalam lirik lagu (lihat lirik lagu).
2. Putarlah lagu *"I Like to Wear a White Shirt"* dan hentikan lagu ketika penyanyi telah menyebutkan jenis pakaian (*red trousers and a white shirt*).
3. Biarkanlah siswa menjawab. Berilah siswa pujian.
4. Putar ulang lagu untuk mencocokkan jawaban siswa. Tunjukkanlah kedua *pictures song* dan mintalah siswa memilih gambar pakaian mana yang sesuai dengan jawaban siswa.
5. Ulangilah kegiatan no. 1 – 4 dan tanyakan jenis pakaian pada bait selanjutnya.
6. Putarlah lagu dan mintalah siswa untuk mengikuti ungkapan yang didengarkan
7. Setelah siswa terlihat lancar mengucapkan ungkapan yang ada di dalam lagu, tanyakanlah bagaimana ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.
8. Berilah siswa pujian.

I Like to Wear a White Shirt

Allegro 4/4 do = C

3 . 2 1 2 | 3 3 3 0 | 2 2 2 0 | 3 5 5 0 |

What do you like to wear? like to wear like to wear.

3 . 2 1 2 | 3 3 3 0 3 | 2 . 3 2 1 | 1 . 0 0 |

I like to wear red trousers and a white shirt.

3 . 2 1 2 | 3 3 3 0 | 2 2 2 0 | 3 5 5 0 |

What do you like to wear? like to wear like to wear.

3 . 2 1 2 | 3 3 3 0 3 | 2 . 3 2 1 | 1 . 0 0 |

I like to wear a pink dress and a blue veil.



www.istockphoto.com

Tujuan : mengucapkan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : CD lagu *"I Like to Wear a White Shirt"*, Mp3 player, pictures of song (halaman 54 dan 55)

Waktu : 12 menit

Contoh ekspresi guru: *Let's listening to a song. And find out the clothes in the song. So, are you ready to listen? I'll start the song. So, what's the singer like to wear? Alright, Now look at the picture. What do you see? Which clothes the singer like to wear? What are they? Okay, they are "red trousers and a white shirt". Good job.*

Now listen again and try to follow what the singer is saying. Can you tell me what the singer is saying? Great. Now listen to this lyric. Can you repeat what the singer is saying? Repeat after me. So, what will you say if you want to ask for information about what clothes they like to wear? And what will you say to response it? Good.



D Singing “I Like to Wear a White Shirt” song

Prosedur :

1. Ajaklah siswa untuk bernyanyi.
2. Bagilah kelas menjadi dua kelompok. Kelompok A menyanyikan lirik pada baris pertama dan ketiga (ungkapan meminta informasi pakaian apa yang suka dikenakan). Sedangkan B, menyanyikan lirik pada baris kedua dan keempat (ungkapan memberi informasi pakaian apa yang suka dikenakan).
3. Putarlah lagu dan mulailah bernyanyi bersama.
4. Ulangilah kegiatan ini dengan menukar lirik yang dinyanyikan pada kelompok.



Tujuan : berlatih mengucapkan ungkapan meminta dan memberi informasi.

Media : CD lagu “I Like to Wear a White Shirt”, Mp3 player

Waktu : 5 menit

Contoh ekspresi guru: *Let’s sing a song together! For this, I’m going to divide you in half. Now, this half of the class, you’re “A” and, this half, you’re “B”. “A”, you sing the first and the third lyric. Those are about the asking for information about what your friends are like to wear. And you “B”, you sing the second and the fourth lyric. Those are about giving information about what you like wearing. So, are you ready to sing? I’ll play the tape. Very Good! Mind your intonation please. Good job!*



Practice

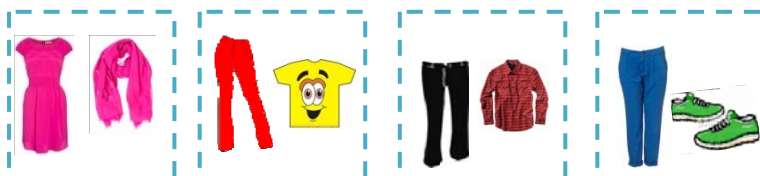
E

Practicing the dialogue of asking for and giving information about what they like to wear

Pada bagian ini, guru mengajak siswa untuk berlatih menanyakan informasi pakaian apa yang suka dikenakan (*role playing*). Satu siswa berperan menanyakan informasi apa yang temanya suka kenakan, dan siswa lainnya akan menjawab sesuai dengan apa yang ditunjukkan pada *flashcard*.

Prosedur :

1. Aturlah tempat duduk siswa, agar siswa dapat bermain secara berpasangan.
2. Berilah contoh cara melakukan kegiatan ini.
3. Bagilah *clothes flashcards*. Tiap pasangan mendapatkan 1 buah kartu.
4. Mulailah kegiatan ini, dan pantaulah ke setiap pasangan. Jaga agar proses interaksi dalam bahasa Inggris berjalan lancar. Bantulah mereka jika merasa kesulitan.
5. Mintalah satu hingga tiga pasang untuk mempraktekan kegiatan ini di depan kelas. Mintalah siswa yang duduk memberi komentar mengenai penampilan mereka.
6. Berilah pujian dan *feedback*.



www.istockphoto.com



Tujuan : berlatih menggunakan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : *set of clothing items flashcards* (halaman 64-67)

Waktu : 10 menit

Contoh ekspresi guru: *Well, we are going to practice how to ask for and give information about what clothes they like to wear. For this I want you in pairs please. In your pairs, I'd like you to practice a short dialogue by role playing. The first student asks for the information about what your friend is like wearing. Then the second student will give the answer based on the picture card. I'll do the first for you. I'll give a picture for each pair. Ok Good Job! Stop now! That was good. Let's listen this pair.*



Production

F Playing “swap clothes” game

Prosedur :

1. Aturlah agar tiap siswa dapat bermain secara berpasangan.
2. Jelaskanlah kepada siswa peraturan dalam game yaitu; tidak diperbolehkan memperlihatkan kartu yang sedang dipegang kepada teman-temannya.
3. Berilah contoh cara bermain (lihat gambar di atas).
4. Bagikanlah kartu dan pastikan tiap siswa mendapatkan 1 kartu.
5. Mulailah permainan dan beri batasan waktu.
6. Berkelilinglah ke setiap pasangan, pantaulah mereka agar proses interaksi dengan bahasa Inggris berjalan dengan lancar.
7. Hentikan permainan jika waktu yang telah ditentukan telah habis.
8. Berilah pujian dan *feedback*.



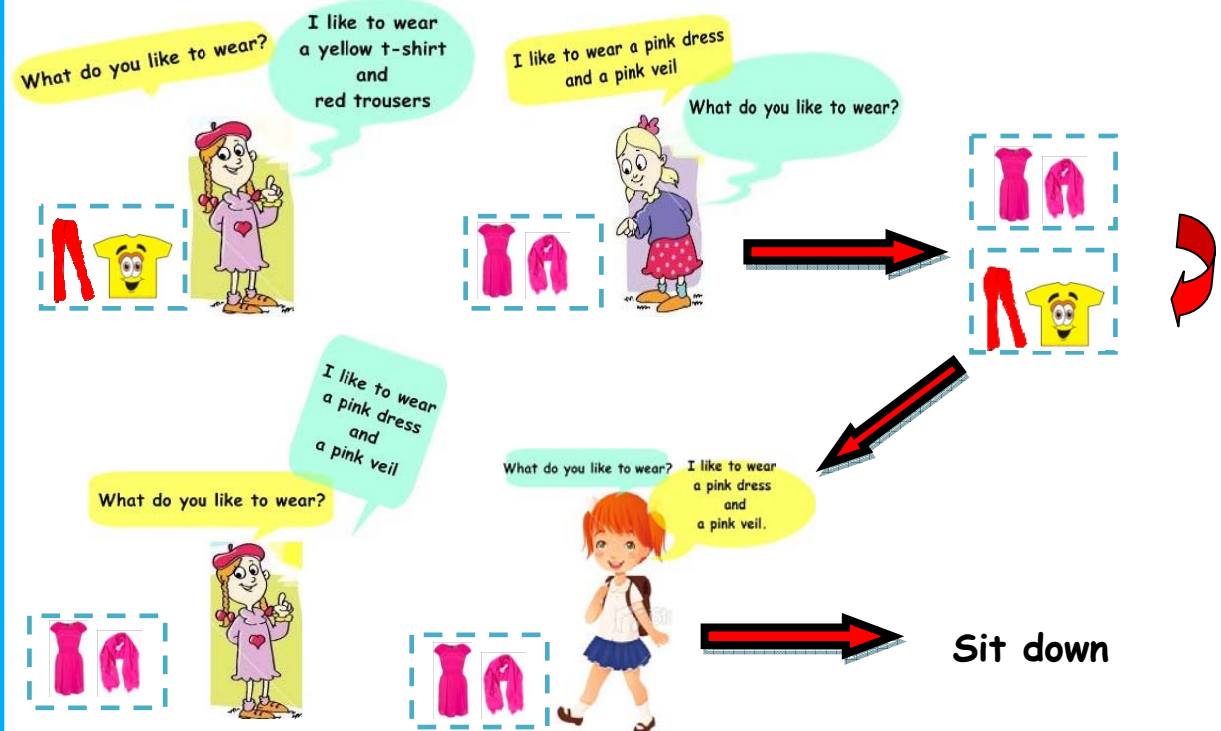
Tujuan : menggunakan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : *set of clothing items flashcards* (halaman 64-67)

Waktu : 10 menit

Persiapan : potonglah *set of clothing items flashcards* .

Contoh ekspresi guru: *OK, Now we are going to play a game. In this game, each student will get a card with different clothes on it. Your Job is asking for information about what your partner is like to wear (e.g.) “What do you like to wear?” Your partner will answer based on the card he/she has and vice versa (e.g.)” I like to wear a red dress and black shoes”. Then exchange the card after asking for and giving information so that you can find another partner and do the same thing. Do you get it? I’ll give an example.*



www.istockphoto.com

www.googleimage.com

Peraturan :

- Permainan dimainkan secara berpasangan.
- Setiap siswa dalam pasangan akan melakukan tanya jawab secara bergantian mengenai pakaian apa yang suka dikenakan tanpa memperlihatkan kartu yang dipegang oleh pasangannya. Jawaban sesuai dengan kartu yang dipegang.
- Selanjutnya siswa dalam pasangan saling menukar kartu yang dipegang.
- Mencari pasangan lain dan melakukan hal yang sama seperti no.3 hingga siswa mendapatkan pasangan dengan kartu yang sama.
- Siswa yang sudah menemukan kartu yang sama boleh duduk di tempat duduk atau maju ke depan kelas untuk mendapatkan reward.

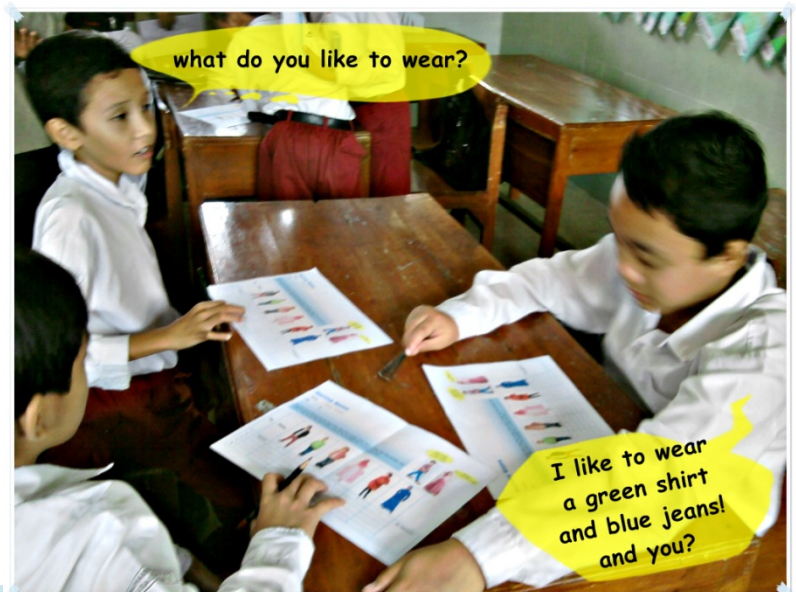
Catatan : mengingat jenis pakaian yang dikenakan antara siswa laki-laki dan perempuan berbeda, maka siswa laki-laki akan mendapatkan kartu bergambar pakaian untuk laki-laki dan hanya akan bertukar kartu dengan laki-laki, begitu juga dengan siswa perempuan.



F Playing “Survey Game”

Prosedur :

1. Ajaklah siswa untuk bermain *survey game*.
2. Jelaskanlah peraturannya dan berilah contoh cara bermain.
3. Bagilah *survey sheet* ke setiap siswa.
4. Mulailah permainan dan berilah batasan waktu dalam bermain.
5. Pantaulah siswa agar proses interaksi dalam bahasa Inggris berjalan dengan lancar.



Tujuan : menggunakan ungkapan meminta dan memberi informasi pakaian yang suka dikenakan.

Media : *survey sheet* (halaman 30)

Waktu : 10 menit

Persiapan : perbanyaklah survey sheet sebanyak siswa di kelas.

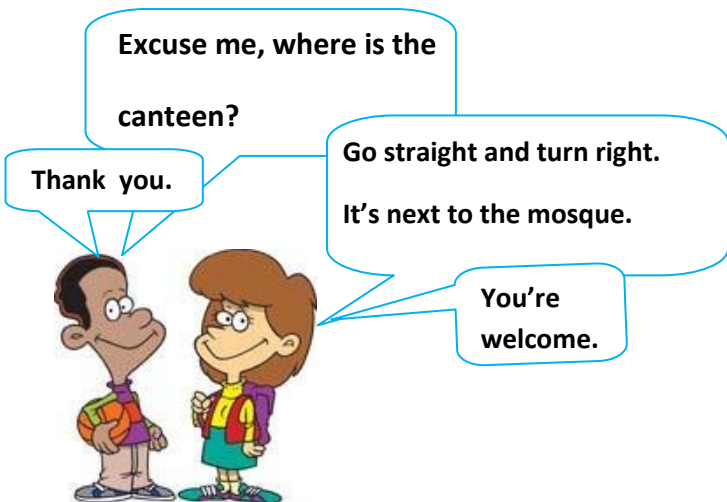
Contoh ekspresi guru: *OK, Now we are going to play a game. In this game, each student will get a survey sheet. Find at least 5 friends. Your Job is asking for information about what your friends are like to wear (e.g.) “What do you like to wear?” Your partner will answer based on their like. Complete the table by putting tick on the sheet. Do you get it? I’ll give an example.*

Worksheets



Asking for and Giving Directions

an information gap game



Name :

No :

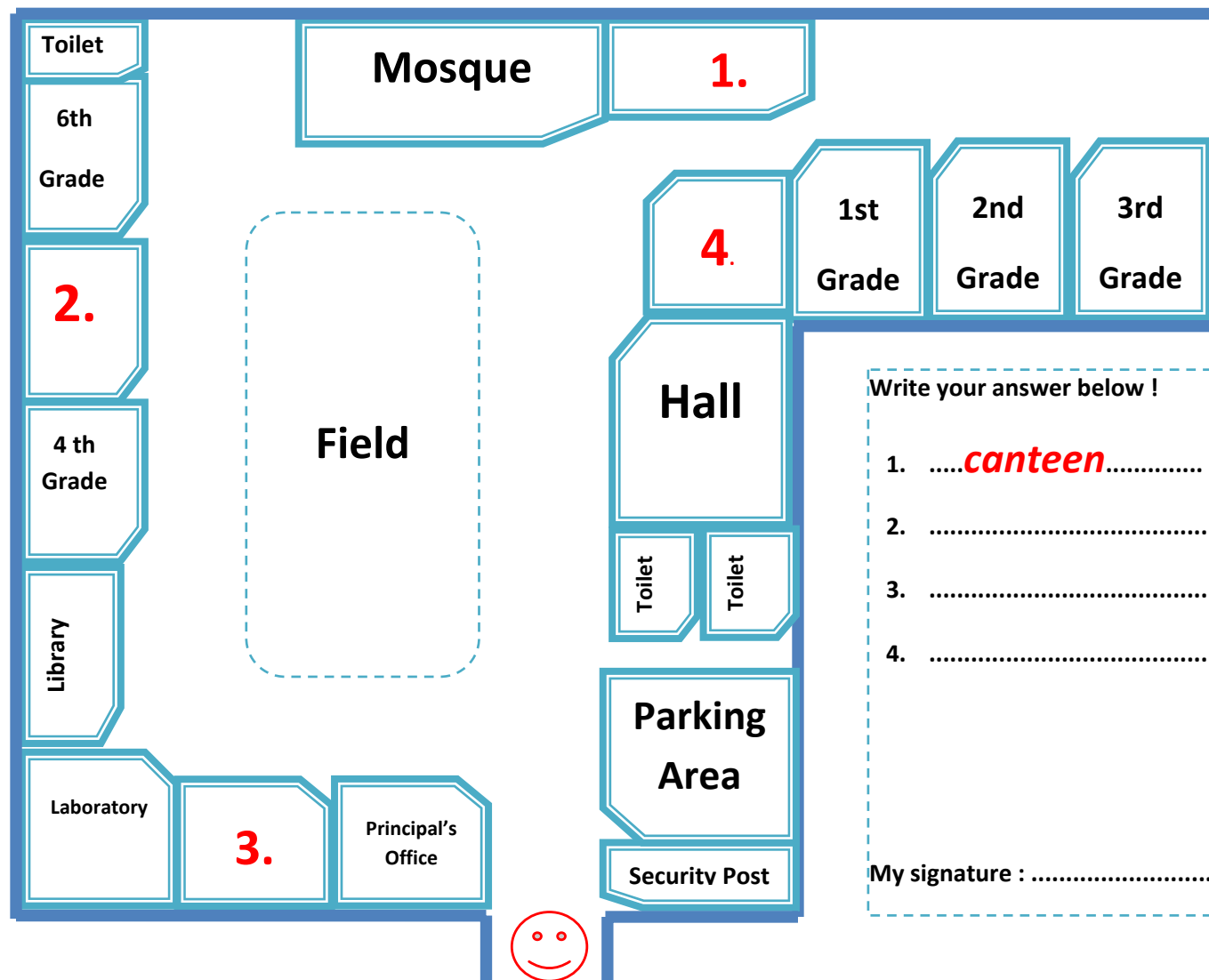
You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places below.

Everytime you answer, you start from . Write the name in the right place. Then let your partner ask you .

The places you want to find are :

- Canteen
- Teacher's Room
- 5th Grade
- Computer Room

No. 1 is done for you!



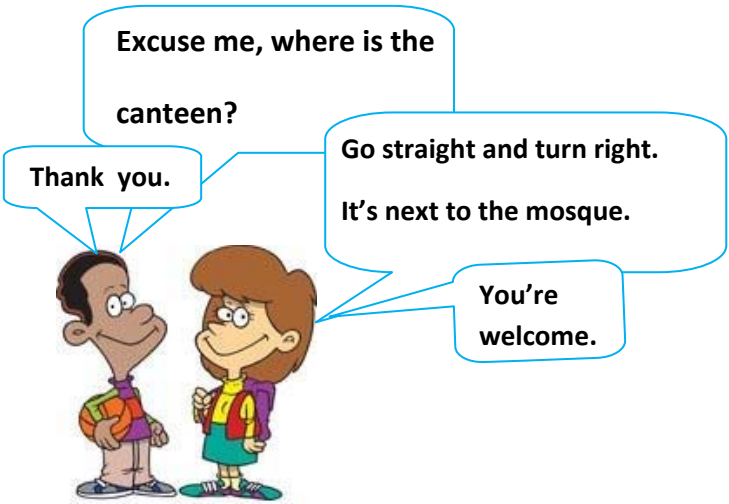
Write your answer below !

1.**canteen**.....
2.
3.
4.

My signature :

Asking for and Giving Directions

an information gap game



Name :

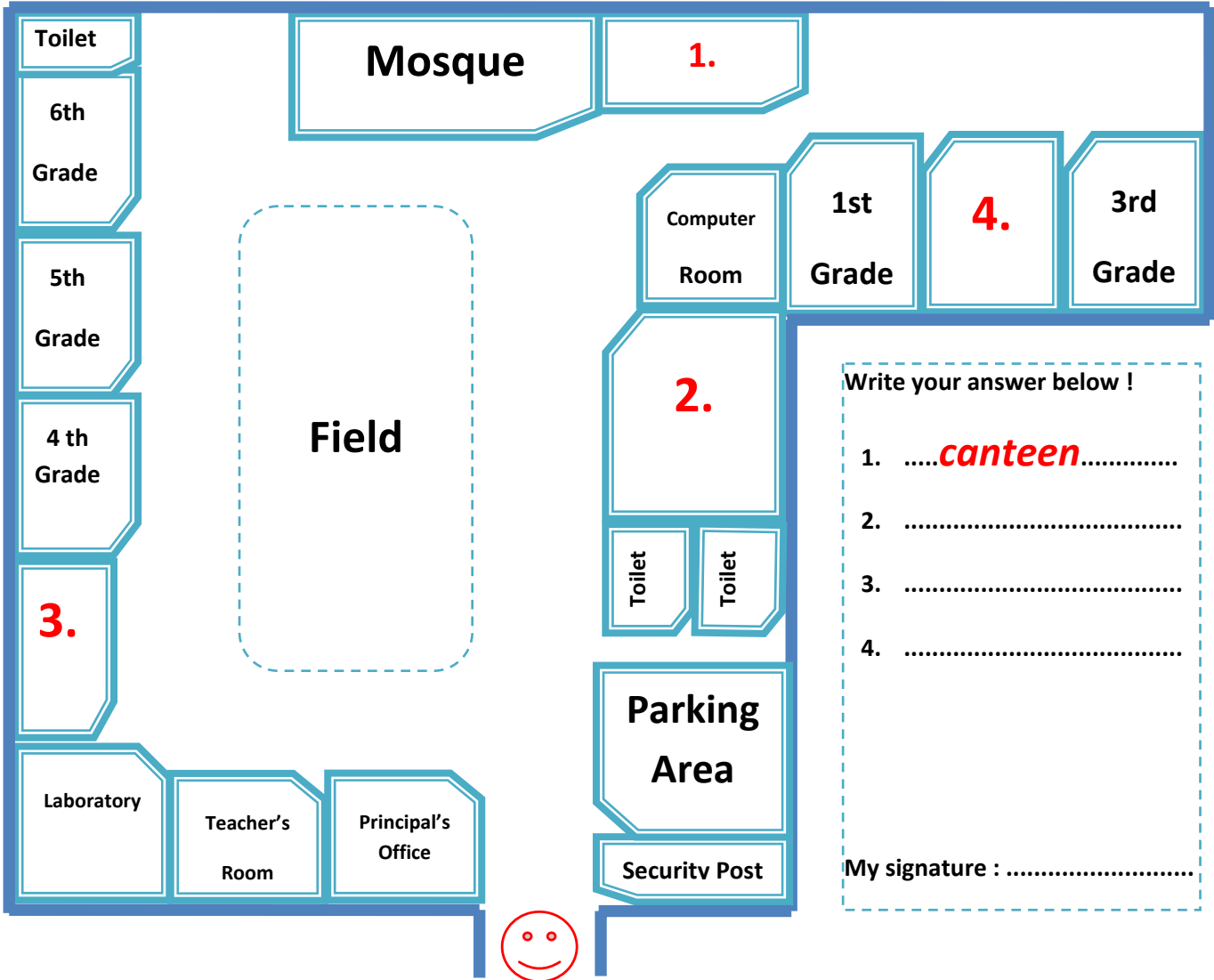
No :

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places below. Everytime you answer, you start from . Write the name in the right place. Then let your partner ask you .

The places you want to find are :

- Canteen
- Hall
- Library
- 2nd Grade

No. 1 is done for you!



Write your answer below !

-*canteen*.....
-
-
-

My signature :

Survey Game

Name :

No :

Find out four friends and ask them what they like to wear. Give thick if they like the clothes, and cross if they do not like the clothes. Look at the example! No. 1 is done for you!



Mahmud,
what do you like to wear?



No.	Name						
1.	Mahmud	v	x	x	x	x	x
2.							
3.							
4.							
5.							

My Signature :

.....

Appendices



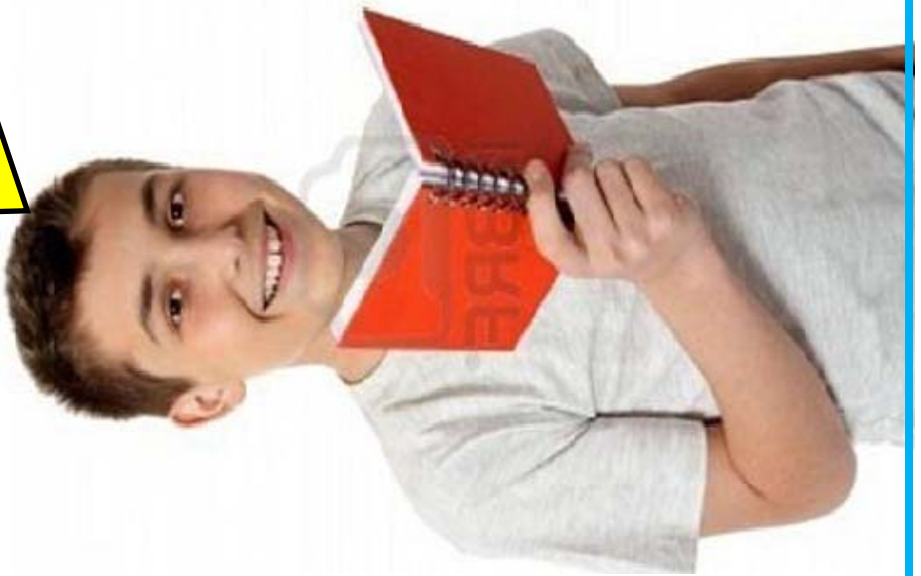
APPENDIX A

Dialogue pictures

Cut then laminate these pictures if desired.

**Can I borrow
your pencil?**

**I'm sorry.
I'm using it.**



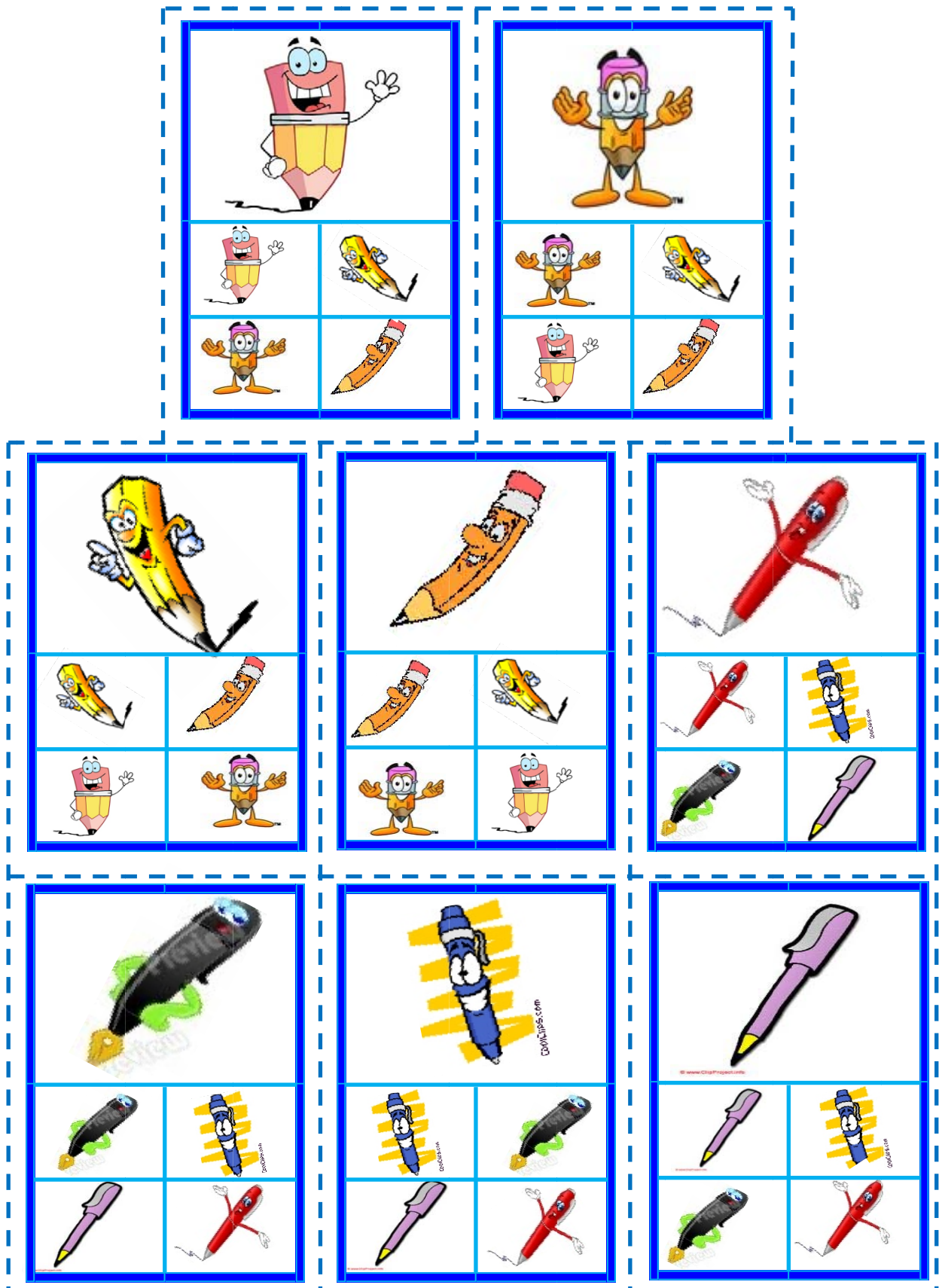
Can I borrow your pencil?

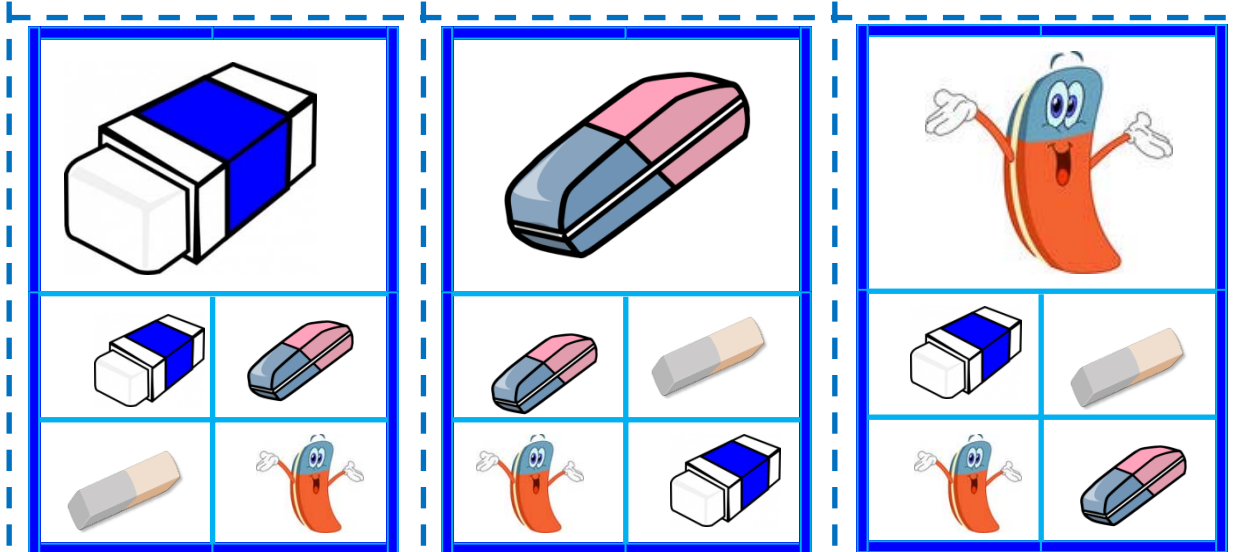
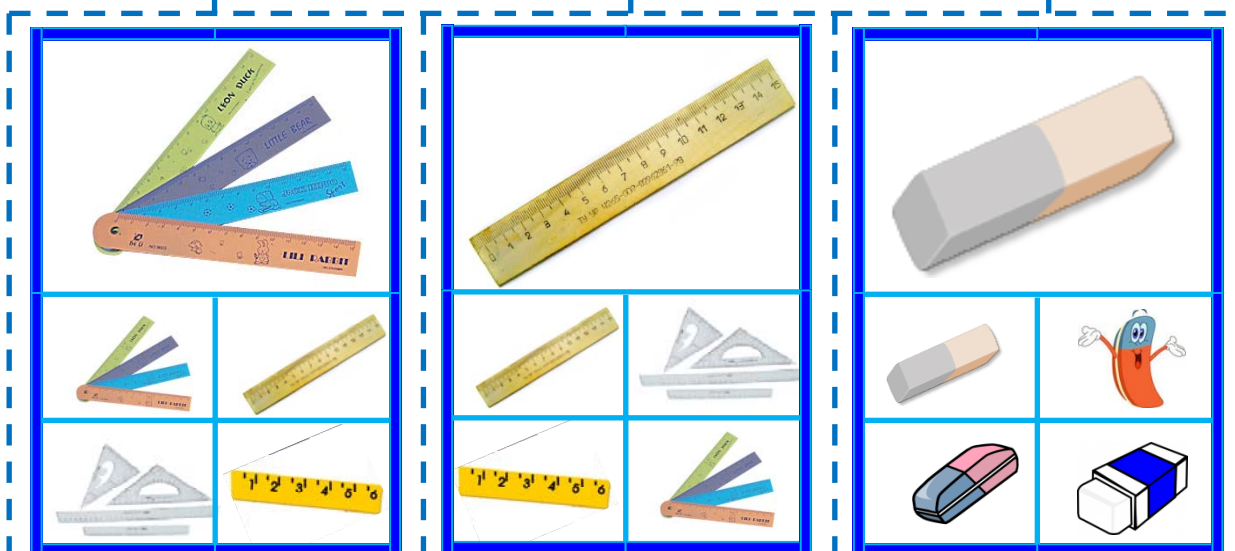
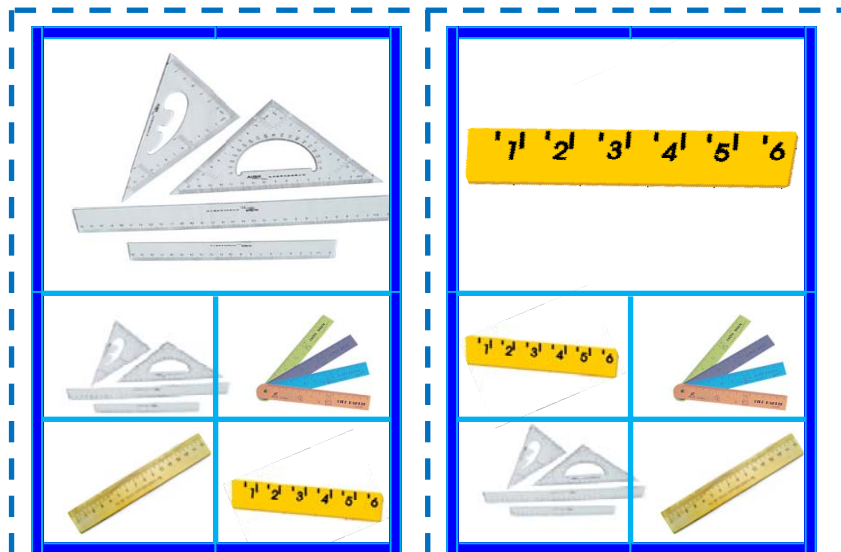
Sure, here you are.

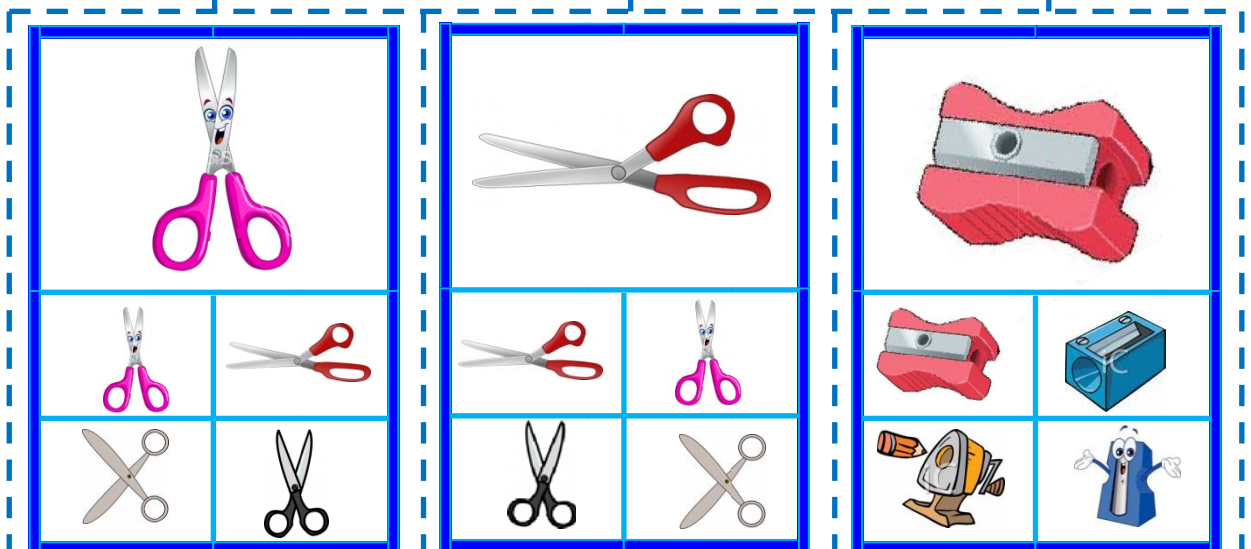
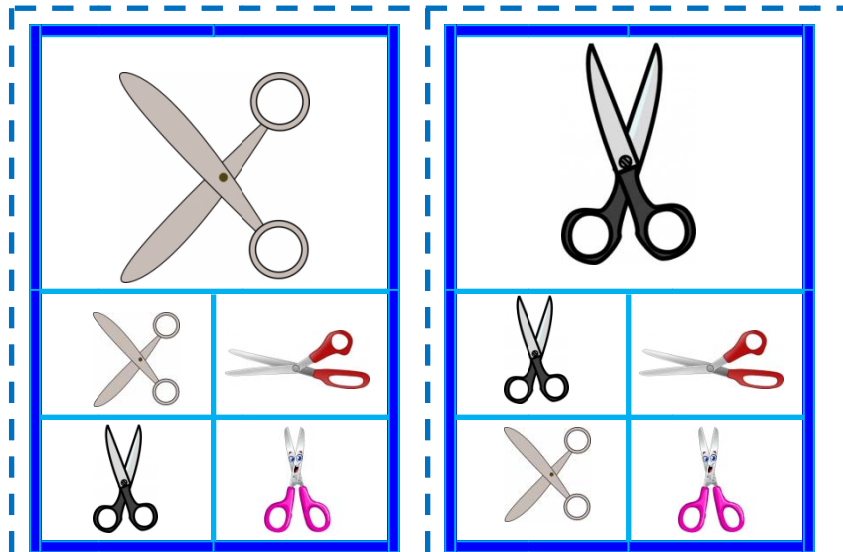
Thank you.

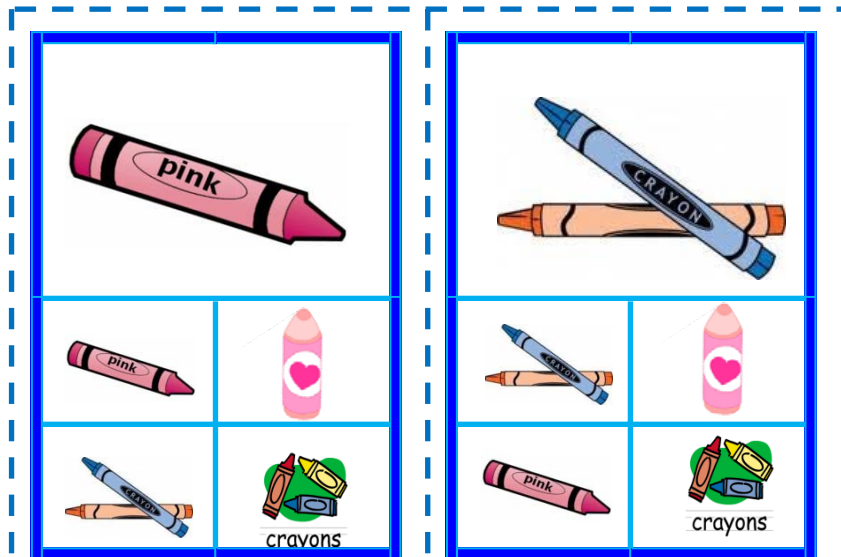
Sets of Games Quartet Cards

Copy these cards as many as the groups. Laminate if desired, then cut.









APPENDIX B

A Big School Map

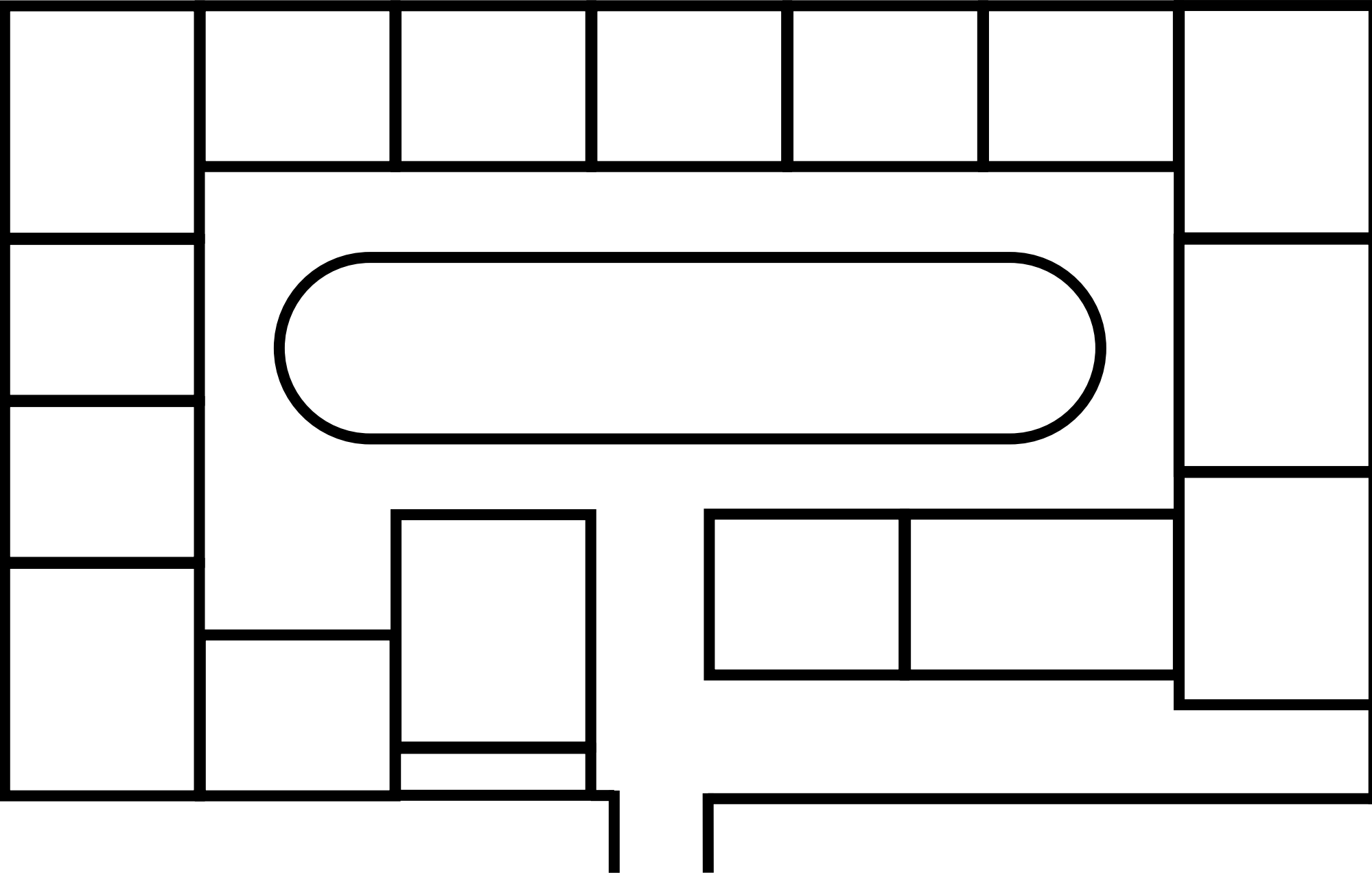
1. Copying the map on page 39 into a A0 size.
2. Designing your school map by cutting out the school places on page 40-49.
3. Putting each school place by tack it in the map in good order like picture A.
4. Cutting out the directions cards on page 50.
5. Asking to your students how to get some places on the map.
6. Asking to your students to put some directions cards to any place on the map like picture B.
7. Put each school place wherever you want in the map for practice activity.

A.



B.





Mosque



Computer Room



1st Grade



2nd Grade



3rd Grade



4th Grade



5th Grade



6th Grade



Toilet



Infirmary Room



Library



Teacher's Room



Canteen



Principal's Office



Parking Area



Hall



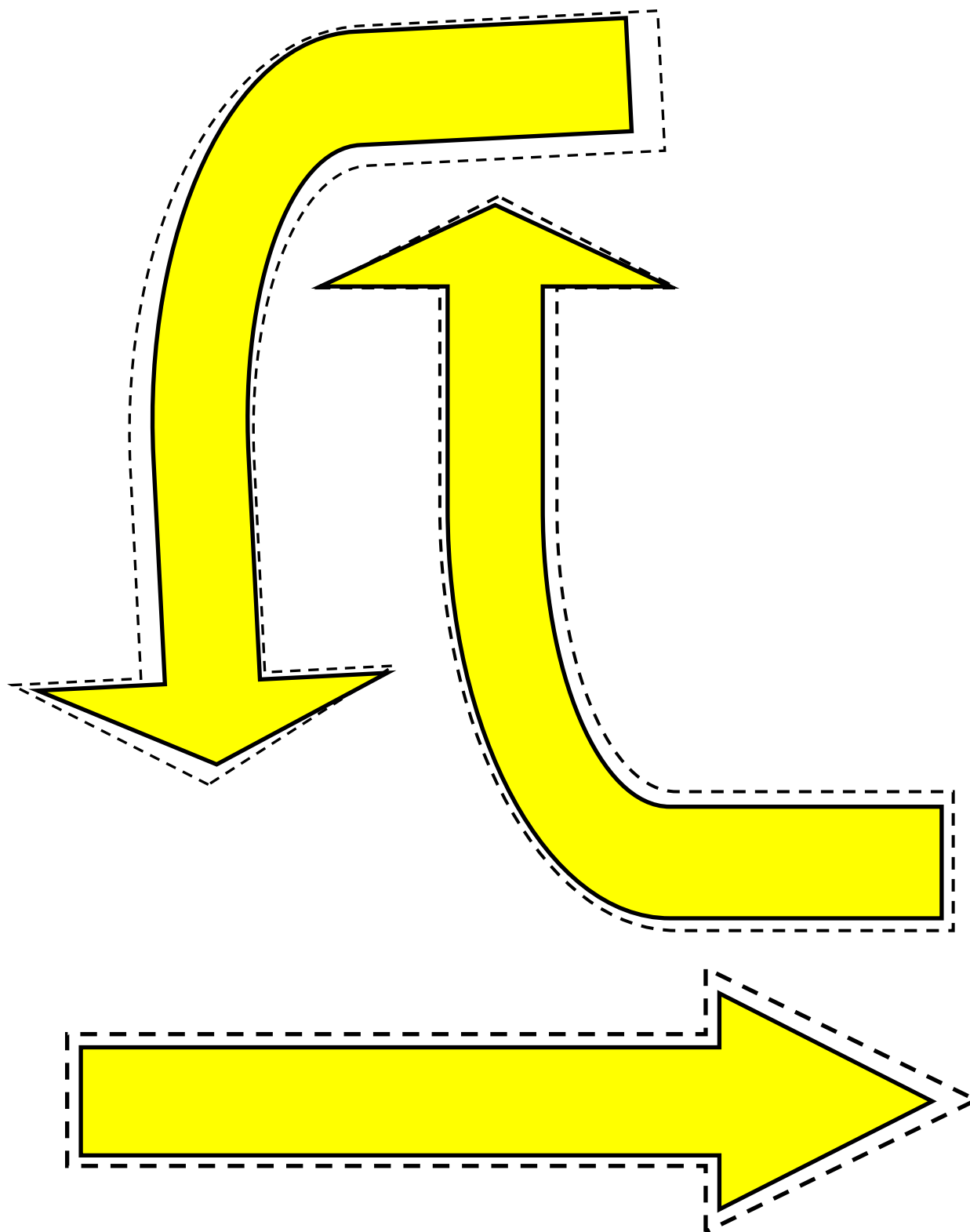
Security post

**School
Yard**

Directions Cards

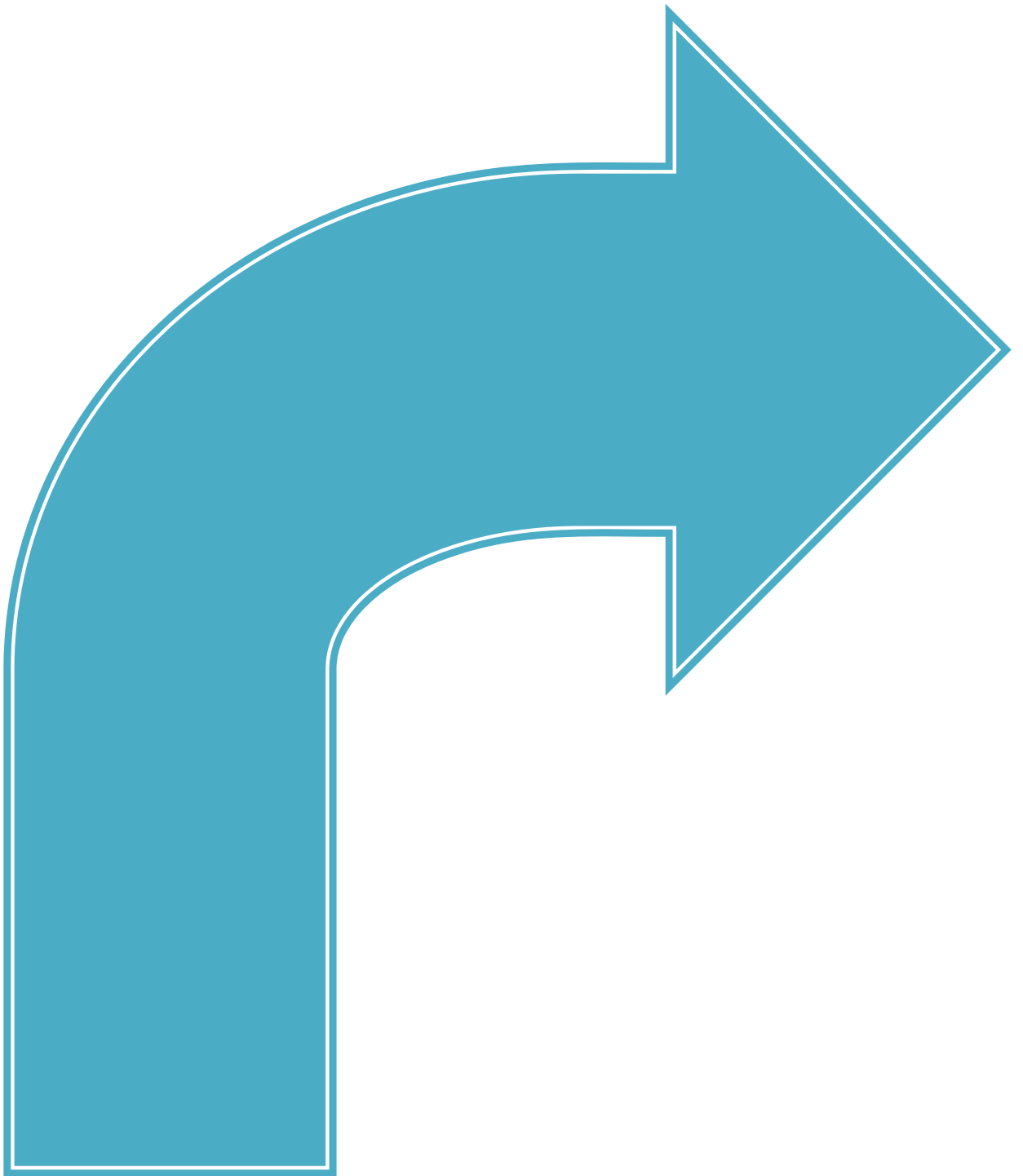
Copy these cards as much as needed.

Laminate if desired, then cut. Stick it to the big school map.

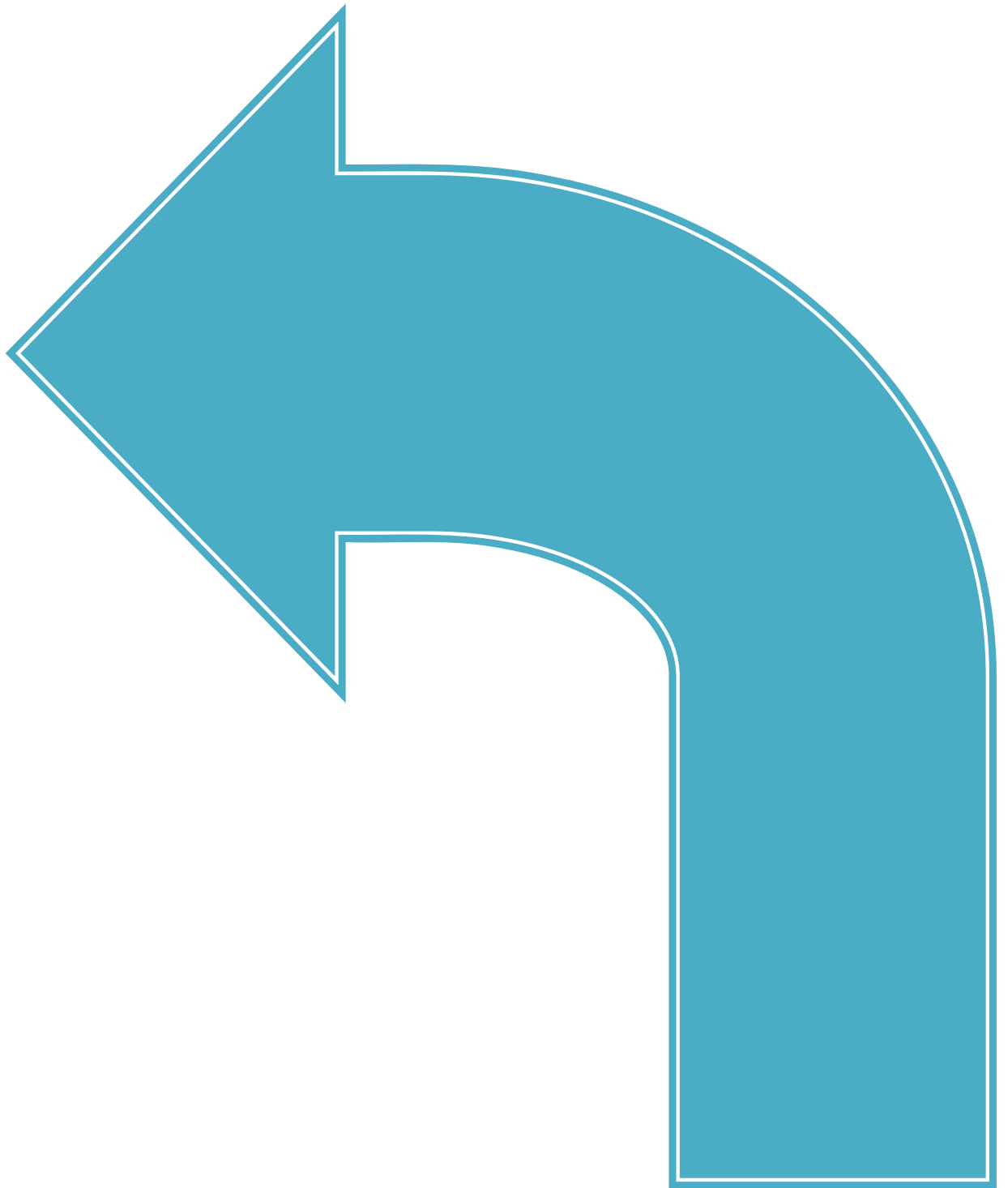


Pictures of directions

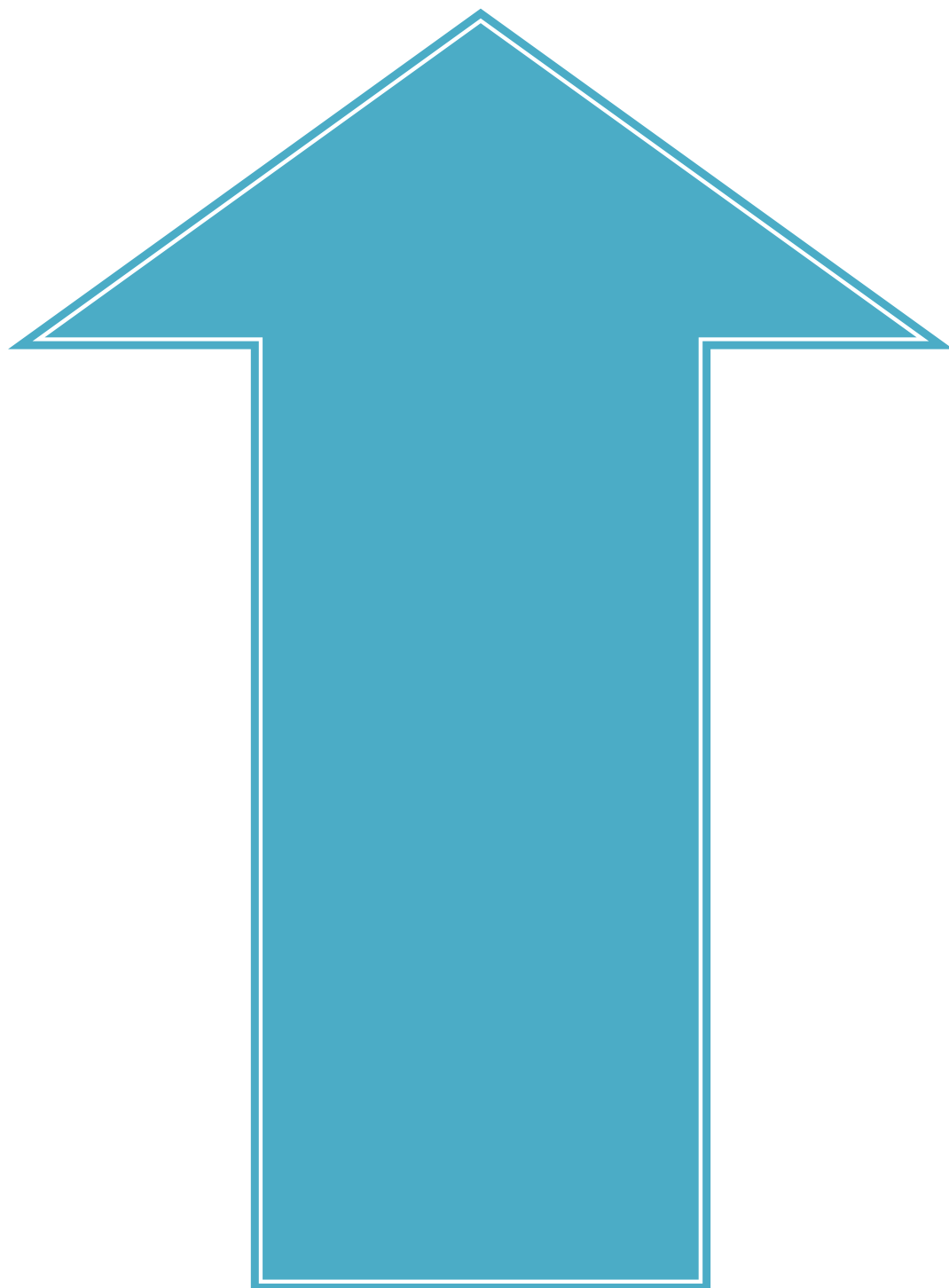
Laminate these pictures if desired.



Turn Right



Turn Left



Go Straight

APPENDIX C

Pictures of Song

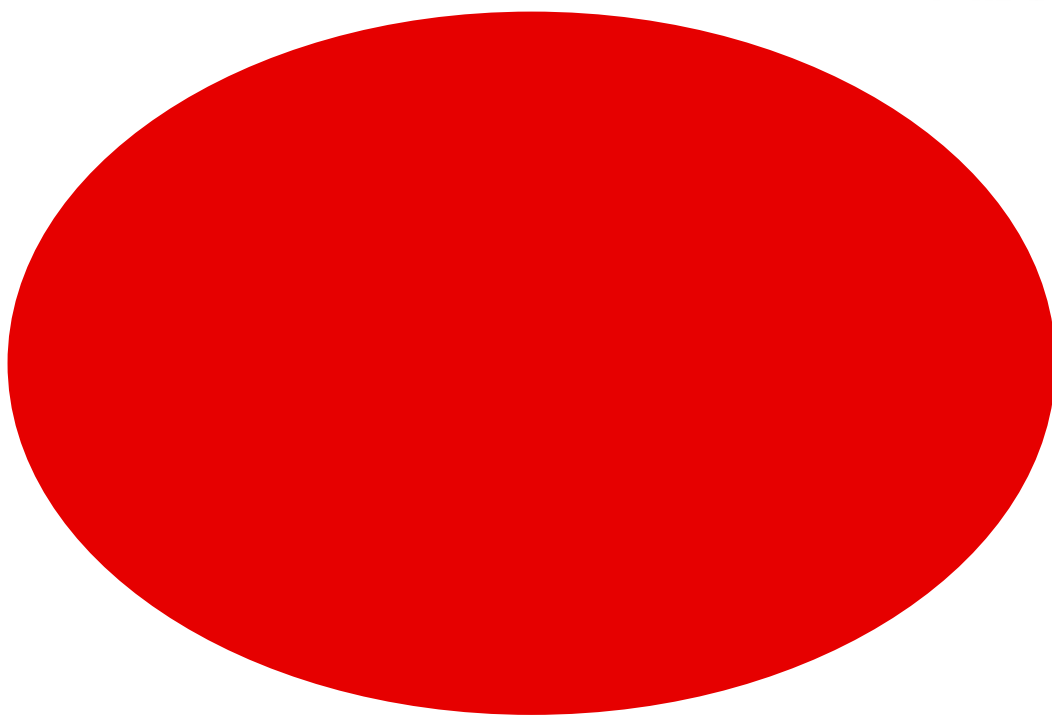
Laminate these pictures if desired.



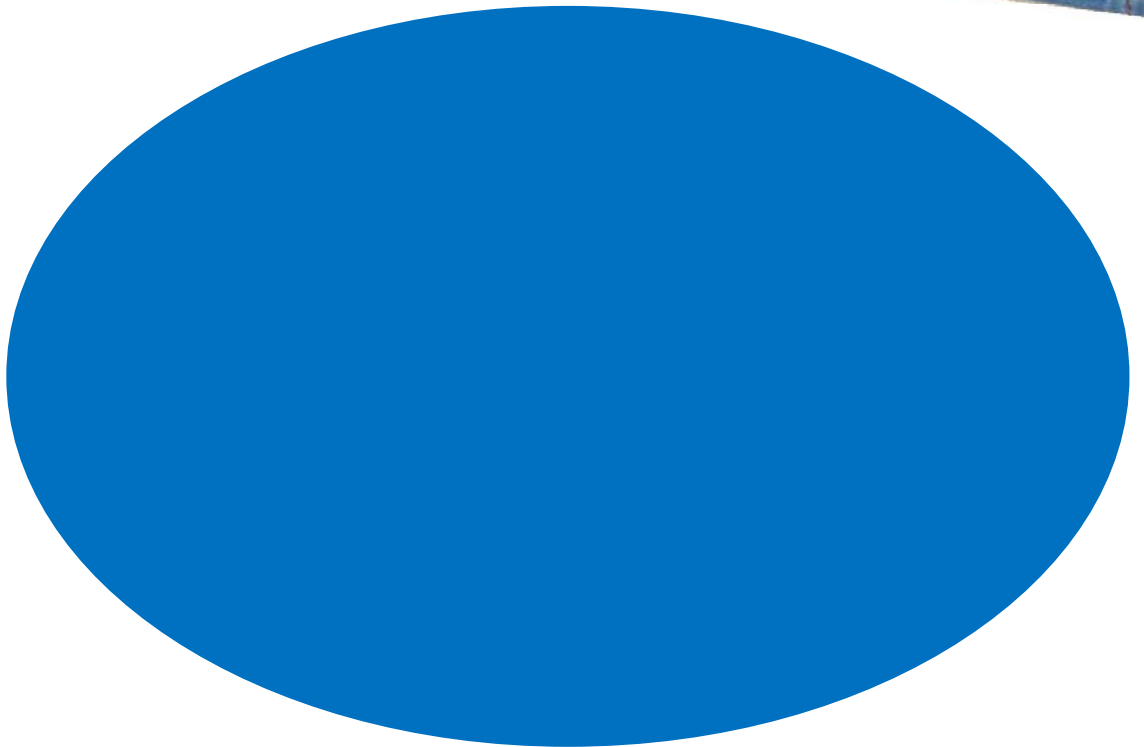


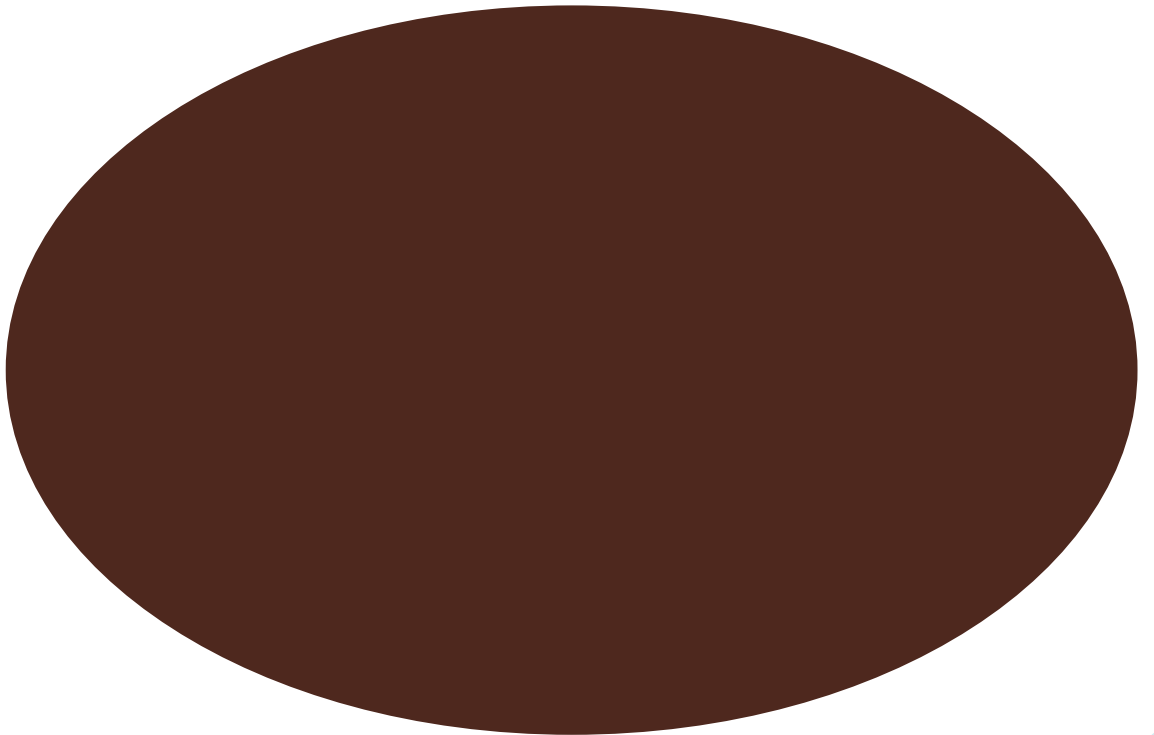
Pictures of Clothing Items

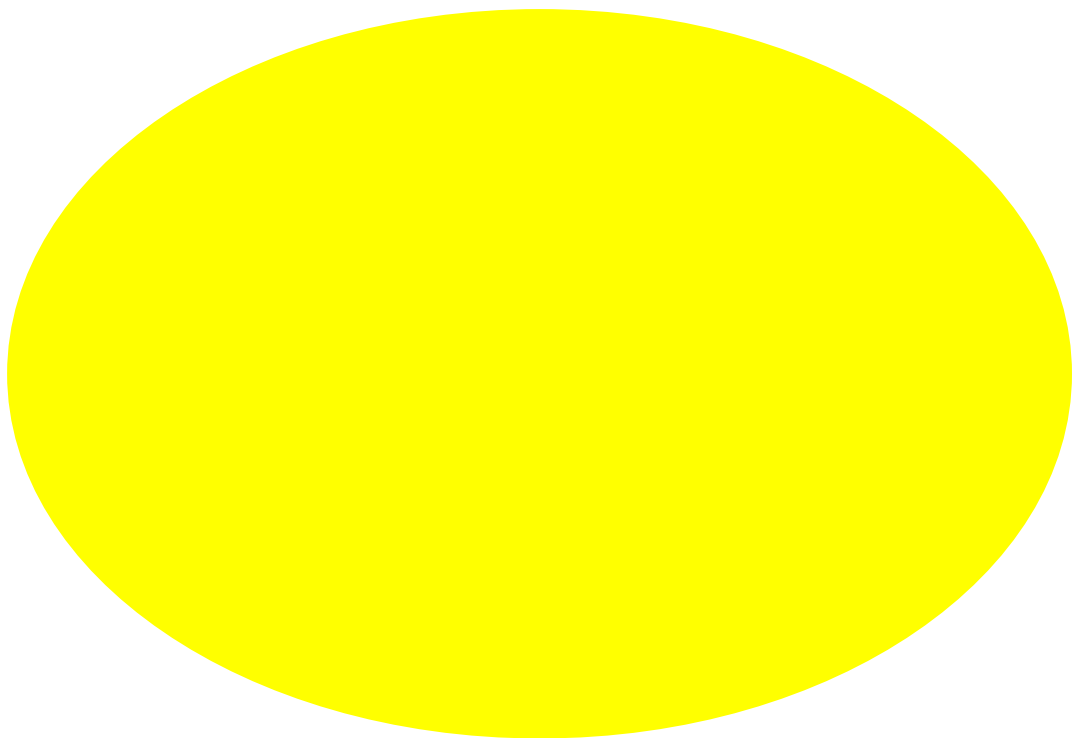
Laminate these pictures if desired.

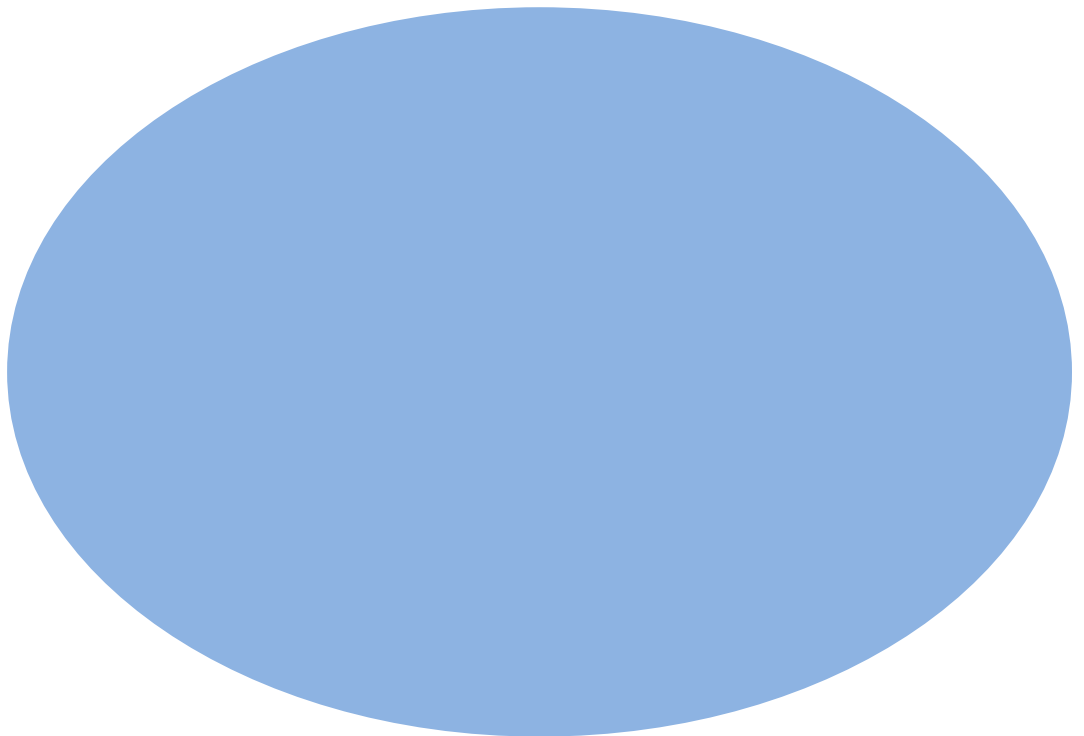




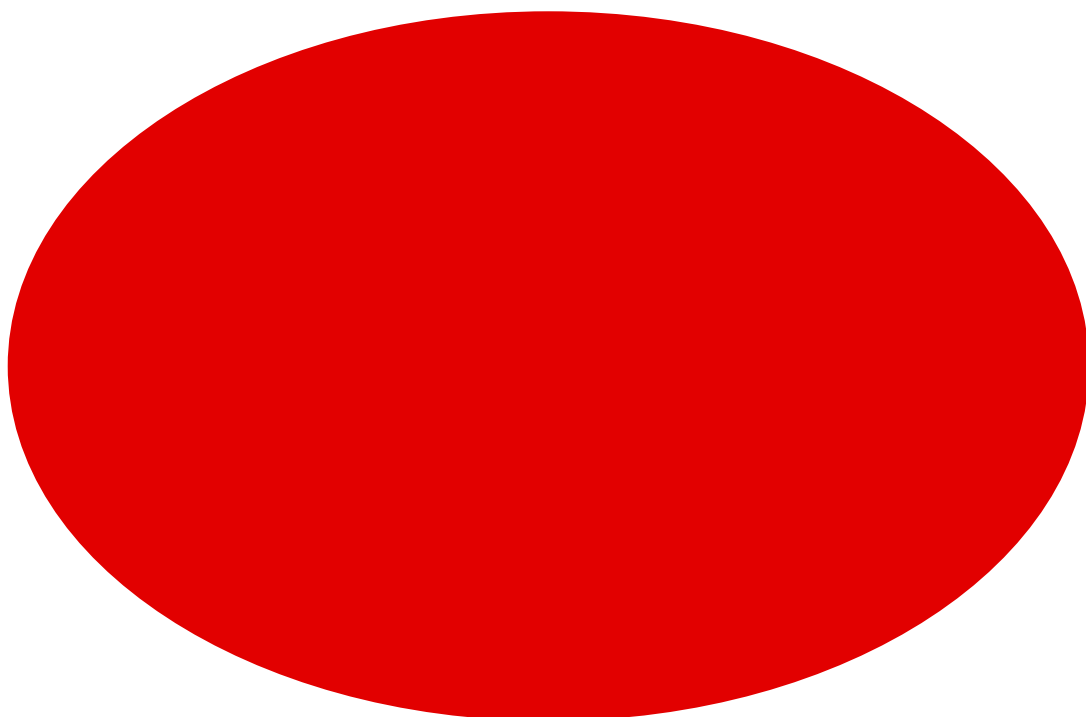






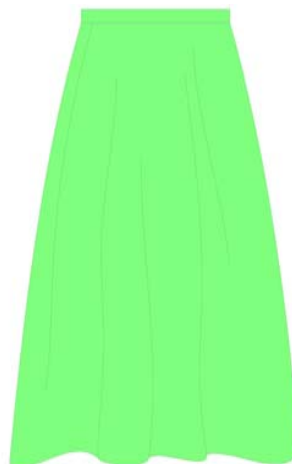
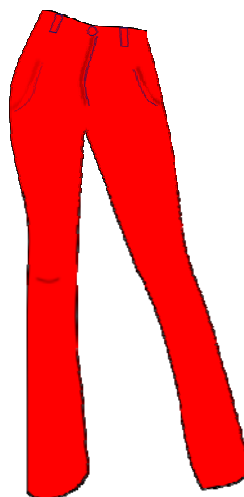
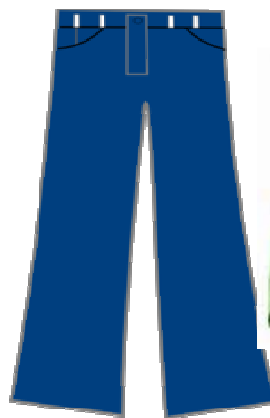




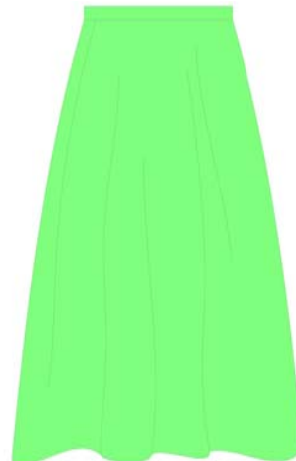
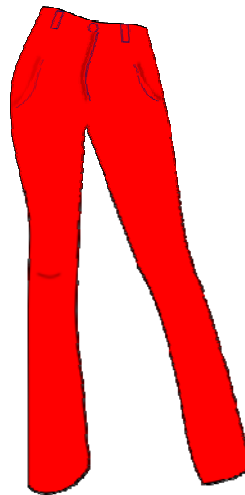
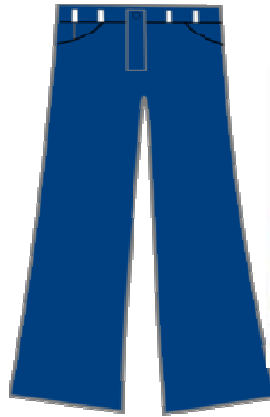


Set of Clothing Items Flashcards

Laminate these pictures if desired, then cut on the line.









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- www.123RF.com
- www.istockphoto.com
- www.googleimage.com
- www.shutterstock.com

APPENDIX 8
LETTER OF PERMISSION

APPENDIX 9

DOCUMENTATION

DOCUMENTATION



Picture 1: The students was imitating the use of the expressions of giving things from the teacher.



Picture 2: The teacher and the students were singing “Can I Borrow Your Pencil” song.



Picture 3: The students were practicing the dialogue of asking and giving things.



Picture 4: The students were playing quartet cards game.



Picture 5: The student won the game.



Picture 6: The teacher was using the pictures of direction to introduce directions.



Picture 7: A student was sticking the direction cards to the map.



Picture 8: The students were playing an information gaps game.



Picture 9: The students were very enthusiast giving directions to the teacher.



Picture 10: The teacher was using clothing items pictures to introduce the clothing items and their colour.



Picture 11: The students were playing clothes swap game.



Picture 12 : The students were playing survey game.